

1996-97



Louisburg College

General Catalog 1996-1997

Contacting Louisburg College

Business Hours

Regular College business hours are 8:30 a.m. until 5:00 p.m., Monday - Friday. During the academic year the Admissions Office is also open by appointment on most Saturdays from 10:00 a.m. until 1:00 p.m. During the summer a modified office schedule is followed: 8:00 a.m. until 5:00 p.m., Monday - Thursday, and 8:00 a.m. until 1:00 p.m. on Friday.

Telephone	(919) 496-2521
Fax	(919) 496-1788 (919) 496-7330 Athletic Department Only
Mail	(Name of Office) Louisburg College 501 North Main Street Louisburg, N. C. 27549

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LOUISBURG

COLLEGE

*An Accredited Coeducational Junior College
Affiliated with the North Carolina Conference of
the United Methodist Church*

1996-1997 CATALOG

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The provisions of this catalog are not to be regarded as an irrevocable contract between Louisburg College and the student. The College reserves the right to change any provision or requirement listed in the catalog at any time.

GENERAL INFORMATION



An Introduction to Louisburg College

Louisburg College is the coeducational junior college related by faith to the North Carolina Conference of the United Methodist Church. As a junior college it serves primarily three types of students: those who seek a solid academic foundation in order to transfer to a four-year college; those who seek to bridge the gap between high school and a large institution by attending a junior college capable of giving them personal attention; and those who plan terminal study, primarily in the field of business.

Location

Louisburg College is located in Louisburg, the county seat of Franklin County, in the north central part of North Carolina. With a population of about 3,500, Louisburg combines the benefits of a small town with the advantages of a nearby metropolitan area. The town is approximately 30 miles northeast of Raleigh, the state capital, forty miles east of Durham, and about a hundred and fifty miles from the North Carolina beaches on the Atlantic. The Raleigh-Durham International Airport is only about 45 minutes from Louisburg. Located between Interstate 95 to the east and Interstate 85 to the west, the College is easily accessible to all major cities on the East Coast.

Accreditation

Louisburg College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, Telephone number 404-679-4501) to award Associate degrees. The College is also accredited by the University Senate of the United Methodist Church and the North Carolina Board of Education. In addition, it is a member of the National Council of Independent Junior Colleges, the North Carolina Association of Colleges and Universities, the National Association of Independent Colleges and Universities, and the National Junior College Athletic Association. Accreditation documents can be reviewed by arrangement with the Office of the President.

Academic Sessions

Early Semester System. The College operates under the early semester system, which allows students to complete their final exams for fall semester before Christmas, enjoy an extended Christmas vacation, and complete exams for the spring semester on or before May 15. All classes during the regular semester are scheduled Monday through Friday, with no Saturday classes.

Summer School. The College offers a summer session in which students may take one or two academic courses, plus physical education and reading and study skills, if desired. Students in the summer session have the opportunity to accelerate their college program or to strengthen particular academic areas in preparation for the regular session.

Weekend College. The College also conducts three sessions per calendar year through its Weekend College program, in which students attend classes on alternate Saturdays, attempting no more than two courses per session. Students who enroll in the Weekend College are typically working adults who seek to earn a degree on a convenient, part-time basis.

Louisburg College Statement of Purpose

Louisburg College is a two-year, residential, co-educational institution of higher learning related by faith to the North Carolina Annual Conference of the United Methodist Church. The College provides associate degree, university-parallel liberal arts programs designed for students planning to complete baccalaureate degrees at senior institutions. The College also provides associate degree programs to prepare students for career opportunities upon graduation from Louisburg College.

Louisburg College is an intellectual, cultural and spiritual center for the surrounding community. The College provides a nurturing environment for students to prepare for further study, to learn to meet the challenges of living and working in a modern society, and to develop spiritually by serving God and Humanity.

Education Goals

1. To prepare academically students for transfer to senior institutions.
2. To prepare academically students in non-transfer career programs for immediate employment.
3. To provide adequate opportunities for all students to grow intellectually, socially, culturally, and spiritually.

Heritage of Louisburg College

Louisburg College had its beginning in the period that witnessed the emergence of America as an independent nation, the birth of the Methodist Church in America, and the establishment of Franklin County and the town of Louisburg. Having evolved from three earlier institutions – Franklin Male Academy, Louisburg Female Academy, and Louisburg Female College – Louisburg College is the oldest chartered two-year, church-related, coeducational college in the nation.

Franklin Male Academy

The roots of Louisburg College trace back to the early years of the town of Louisburg, the county seat of Franklin County. Founded in 1779, during the American Revolution, the county was named in honor of Benjamin Franklin and the town in honor of King Louis XVI of France. When Louisburg was surveyed, a public commons was set aside on the highest point of ground. This town commons, which became famous for its oak grove, is today the campus of Louisburg College.

The first educational institution to appear on the east side of the commons was Franklin Academy. On December 4, 1786, Senator Henry Hill of Franklin County introduced "An Act to Erect and Establish an Academy in the County of Franklin." The bill was enacted into law on January 6, 1787, thereby providing Franklin Academy with its first charter.

Among the academy trustees named by the charter were some of the county's most prominent civic leaders and planters; one trustee, the Rev. John King, had been a participant in the first Annual Conference of the Methodist Church held at Louisburg in 1785. No records have been located regarding the first academy project; in 1802, a second charter was issued for Franklin Academy.

Franklin Male Academy opened on January 1, 1805, under the able direction of Yale graduate Matthew Dickinson, who was qualified to teach more than twenty

subjects, including five languages. The varied curriculum available to students included such subjects as English grammar, geography, Latin, Greek, algebra, surveying, and astronomy. The first examinations were held on July 2, 1805, when students were examined before a large audience of trustees and parents.

Franklin Male Academy prospered in its early years and soon had an enrollment of ninety students, including some twenty young men who were dissatisfied with the policies of the University of North Carolina. Among the academy's more notable principals were John B. Bobbitt (1816-1820, 1832-1844), Charles Applewhite Hill (1828), and Matthew S. Davis (1856-1880). In 1905 the male academy property was conveyed to the trustees of the Louisburg public schools. The two-story frame academy building still stands and serves as a reminder of the beginning of educational opportunities in the town of Louisburg.

Louisburg Female Academy

The second stage in the evolution of Louisburg College began on December 27, 1814, when the state legislature ratified an act chartering the Louisburg Female Academy. The charter named twelve trustees, some of whom already served on the board of trustees for Franklin Male Academy.

By August 1815, Louisburg Female Academy was operating under the guidance of Harriet Partridge, "a lady from Massachusetts, eminently qualified." Subjects taught at the new female academy included reading, writing, English grammar, arithmetic, geography, painting, drawing, embroidery, piano, and dancing. Harriet Partridge, who became Mrs. John Bobbitt, served as principal from 1815-1820 and 1832-1842.

From 1843-1856, Asher H. Ray and his wife Jane Curtis Ray were highly successful as principals of the female academy, which in the 1850s was called Louisburg Female Seminary. Among the courses offered by the seminary were history, botany, algebra, rhetoric, chemistry, geology, logic, French, Latin, Greek, guitar, and calisthenics. The respected reputation of the seminary contributed to a movement to establish a female college.

Louisburg Female College

The third stage of the evolution of Louisburg College began in January 1855, when the state legislature authorized the transfer of property by the trustees of Louisburg Female Academy to the directors of Louisburg Female College Company. The female academy building was moved south of its original location and utilized as a college annex until destroyed by fire in 1927. A four-story, fifty-room brick Greek Revival building for the female college was constructed in 1857 on west campus where the female academy building had formerly stood. Old Main is still in use today as the administrative building of Louisburg College.

In August 1857, Louisburg Female College opened under the management of Professor James P. Nelson. There was a primary department, as well as a college department. Some course offerings were French, Spanish, Italian, piano, guitar, drawing, painting, and needlework. The female college continued to operate during the Civil War under presidents C.C. Andrews (1860-1861) and James Southgate, Jr. (1862-1865). After the war, about 500 Union soldiers camped in the college and male academy groves during May and June of 1865.

During the administration of Dr. Turner Myrick Jones (1866-1868), former president of Greensboro Female College, enrollment grew to 133 students. The regular college course in 1867 included such courses as English grammar, mythology, geography, botany, physiology, trigonometry, Latin, French, and "Evidences of Christianity."

After the College opened and closed several times during the 1870s and 1880s, S. D. Bagley became president in 1889. Matthew S. Davis, who had previously served twenty-five years as principal of the male academy, became president of the female college in 1896 and held the office until his death in 1906. He was succeeded by his daughter, Mary Davis Allen (Mrs. Ivey Allen), who was president until 1917.

Louisburg College

At the beginning of the twentieth century, a number of significant changes took place. The institution became known as Louisburg College, and the college became officially linked to the Methodist Church. Washington Duke, Durham philanthropist, had acquired ownership of the college property in the 1890s; after his death, his son Benjamin N. Duke presented the property (1907-1909) to the North Carolina Conference of the Methodist Church.

Other changes in the early twentieth century included the erection of the three-story Davis Building, named in memory of Matthew S. Davis, and the reorganization of the college into an institution with junior college rating (1914-1915). The Sea Gift and Neithean Literary Societies were very active during this time—contributing books to the college library, sponsoring special lectures, and publishing the college paper.

During the presidency of Arthur D. Mohn in the 1920s, Louisburg College experienced a period of building expansion. The West Wing of Main Building, the Pattie Julia Wright Dormitory, and the Franklin County Building were constructed. Unfortunately, a disastrous fire gutted Main Building and the new West Wing in 1928. Closely following the fire came the Great Depression, and the college was burdened with debt and a shrinking enrollment.

The Rev. Armour David Wilcox, former minister of the Louisburg Methodist Church, served as president of the college from 1931 to 1937. Louisburg College became coeducational in 1931 and student enrollment immediately increased. By the end of World War II, institutional debts had been paid. Walter Patten served as president from 1939-1947 and Samuel M. Holton from 1947-1955. In 1952, Louisburg College was accredited by the Southern Association of Colleges and Secondary Schools.

In 1956 a planning committee of the North Carolina Conference of the Methodist Church recommended the establishment of two coeducational senior colleges and the merger of Louisburg College into one of the institutions. The college alumni and the citizens of Franklin County joined to oppose the merger. A "Keep Louisburg at Home" campaign emphasized the depth of local support for the junior college. The Conference decided, in response to this endeavor, to retain Louisburg College as an accredited junior college.

A period of revitalization and growth occurred during the administration of President Cecil W. Robbins (1955-1974). Student enrollment, faculty size, budget, and physical plant were significantly increased and improved. In 1961, the college purchased the Mills High School property on the east side of Main Street (formerly

the Franklin Male Academy property); the Mills Building was remodeled to serve as the college auditorium-classroom building. During the Robbins administration, four dormitories, a library, a cafeteria and a student center were constructed.

From 1975 to 1992, Dr. J. Allen Norris, Jr. served as college president. The Board of Trustees initiated the Third Century Campaign in 1980. The \$4.2 million goal of the first phase of the campaign was surpassed, resulting in the construction of the E. Hoover Taft, Jr. Classroom Building. Through the generosity of the United Methodist Men of the Raleigh District, the Clifton L. Benson Chapel and Religious Life Center was opened in 1986. A new auditorium and theater complex was also constructed.

During the school year 1986-1987, Louisburg College held a Bicentennial Celebration in recognition of its unique two-hundred-year heritage. The first college flag was designed and displayed during the celebration and the first published history of the college, *Louisburg College Echoes*, was issued in 1988.

Dr. C. Edward Brown, Jr. served as interim president in 1992, and Dr. Ronald L. May became president of Louisburg College in January 1993.

Campus And Buildings

The campus of Louisburg College covers an area of about 75 acres. It contains an oak grove, lawns, college buildings, parking lots, tennis courts, varsity athletic field, intramural field, and a park for biological and ecological study.

The **Franklin Male Academy Building** was constructed in 1804, and opened for classes, January 1, 1805. The oldest surviving building on the campus, it was moved from its central location on east campus to its present site in 1905. It was restored in 1989, and is used for meetings and conferences.

The **Administration Building (Old Main)**, a four-story brick building, was opened in 1857. In it are located various administrative offices and some academic offices. Main, with its Greek Revival facade, has symbolized the historic Louisburg College to generations of alumni. The West Wing of the Administration Building was erected in 1924 and contains a Trustee conference room, and several administrative offices.

The **Davis Memorial Building** was erected in 1913 as a memorial to Matthew S. Davis, president of the College from 1896 to 1906. Davis Building contains administrative offices, with dormitory rooms on the third floor.

The **Pattie Julia Wright Memorial Dormitory** was the gift of Richard H. Wright of Durham, North Carolina, in memory of his sister, Pattie Julia Wright, who was a member of the class of 1868. This dormitory, constructed in 1926, accommodates 106 students.

The **Franklin County Building** was constructed in 1927 with funds donated by the people of Franklin County in appreciation of the more than 100 years of service rendered to the community by the College. It contains science facilities, faculty offices, and 44 dormitory rooms on the upper floors.

The **Holton Gymnasium**, opened in 1951, contains a basketball court, classrooms, a recreation area and other physical education facilities. It is named for Samuel M. Holton, President of Louisburg College from 1947-1955.

The Benjamin N. Duke College Union Building is a memorial to Benjamin N. Duke, who gave the Louisburg College properties to the North Carolina Conference in 1907. Erected in 1958, the building houses all the dining facilities. It joins the B. Everett Jordan Student Center.

Patten Hall is a 96-bed men's dormitory, modern in style and furnishings. It was first occupied by students in the fall of 1962 and later named for Dr. Walter Patten, president of the College from 1939 to 1947.

Merritt Hall, air-conditioned and modern in furnishings and design, was opened in 1963 and houses 104 women. It is named for the late Ruth W. Merritt, former Professor of English. Miss Merritt was a valuable member of the teaching faculty from 1941 to 1971.

The Fine Arts Center, first used during the 1963-1964 session, houses the Art Department and the Music Department. An additional wing to the Fine Arts Building opened in 1974. This addition, the Cockrell Music Wing, houses four practice rooms, a studio and office, and a small auditorium for student recitals.

The Cecil W. Robbins Library, combining traditional and contemporary architecture, was formally opened in 1965. In 1967 the library was named in honor of Dr. Cecil W. Robbins, president of Louisburg College from 1955 to 1974.

Sarah Graham Kenan Hall, a dormitory housing 104 students and containing the ten-bed Genevieve Peltz Perry Infirmary, was opened in 1968. It is named in the memory of Sarah Graham Kenan, whose foundation contributed generously to the College toward faculty salaries, scholarships, library resources, and the infirmary.

The Person Place property was acquired by the college in 1970. It was the home of Male and Female Academy principals Mr. and Mrs. Asher Ray, and probably the home of the first Male Academy principal, Matthew Dickinson.

James Elgan Hillman Hall, completed in the fall of 1971, houses 116 men. This modern air-conditioned facility is named for Dr. Hillman, former chairman of the Board of Trustees.

The President's Home is a center of College hospitality. The graceful Victorian house, purchased by the College in 1973, was the former home of North Carolina Governor Thomas W. Bickett.

The B. Everett Jordan Student Center, completed in 1974, contains a multi-purpose room, the College Bookstore, the Hurricane Grill, the student post office, a recreation room, and offices for the Student Government Association, Columns, and The Oak. Named for the late U.S. Senator B. Everett Jordan, this structure adjoins the Benjamin N. Duke College Union and is the gathering place for hundreds of students daily.

The E. Hoover Taft, Jr. Classroom Building opened in 1983. This three-story structure contains 25 classrooms, two seminar rooms, a microcomputer laboratory, two conference rooms, and 32 faculty offices. It is named for longtime Chairman of the College Board of Trustees, E. Hoover Taft, Jr.

The Clifton L. Benson Chapel and Religious Life Center, completed in 1986, serves as a facility for religious life at the College. It is named for Board of Trustees member Clifton L. Benson.

The Auditorium/Norris Theatre Complex opened in 1989 and contains an auditorium seating 1,200, a theatre seating 175, and art exhibition galleries. This magnificent new complex provides a showcase for performing and visual arts, for both the college community and the surrounding region. In 1992, the theatre was named in honor of Dr. J. Allen Norris, Jr., president of Louisburg College from 1975 to 1992 and his wife, Beth.

Facilities And Special Support Services

Cecil W. Robbins Library - The Cecil W. Robbins Library is designed to fully support the College's academic programs for students and faculty. A strong library collection is maintained to ensure that all of the College's academic programs are sufficiently supported.

Open stacks provide access to the library's collection of 50,000 volumes; 165 periodical subscriptions are received, and there is a media collection of 4,250 items. The library's non-print collection, which provides media support for all areas of the College, is housed in the Audiovisual Department. The library has a staff of three professional librarians and a secretary who are available to assist library users in locating materials and in fully utilizing the library's resources.

Computer catalogs featuring full boolean searching and audio-help messages are located on the main floor and the mezzanine. Remote electronic databases and bibliographic indexes may be searched from the library, and interlibrary loan services are available for students and faculty. Other available services include audio-tape duplication and copy equipment for reproducing print and microform material from the collection.

A library handbook that informs students of library resources and services is given to all freshmen. Professional librarians are available for research assistance for students and faculty on an individual basis, and tours and lectures about the use of the library can be arranged with the librarians.

The Cecil W. Robbins Library will seat 250; there is a reading room with reference, periodical, microform, and reserve areas on the ground level, and the mezzanine provides additional reading and study areas and a small conference room. The Audiovisual Department and 100-seat multipurpose auditorium are located in the basement.

Science Facilities - Physical facilities for the sciences are located in the basement and first floor of Franklin Building. The first floor houses laboratories for both chemistry and physics, two large lecture rooms, and a science learning center. Also located on the first floor are faculty offices, a chemical stockroom, an instrument room, and a storage area.

Franklin basement contains a laboratory for general biology, and two laboratories for advanced biology classes. The basement also houses a large lecture room and three storage rooms.

Tutoring Services - A math tutoring lab, located in Taft Building, is open weekday afternoons to provide students with an opportunity to receive extra instruction in all types of mathematics. The lab is staffed by faculty members from the Mathematics Department.

The Department of Modern Language provides the services of a tutor in English throughout the academic year. The tutor is readily available to students

during scheduled sessions for help with compositions and other questions concerning English courses.

A science learning center, located in Franklin Building, is open throughout the semester to provide students with extra assistance in the sciences. It contains micro-computers for individualized computer assisted instruction and is also staffed by the science faculty for tutoring.

Health Care Facilities - The College maintains an efficient 10-bed infirmary staffed by a registered nurse and nurse's aide. Students who contract minor illnesses are promptly transferred to the infirmary to receive proper care and to insure the health of the College community. In case of serious illness, parents or guardians are notified at once, but if parents cannot be reached immediately in an emergency the College infirmary staff will make whatever provision is deemed expedient. Adequate medical care is available at Franklin Regional Medical Center, the Franklin County Health Department, and private physicians' offices located near campus.

Gifts To Louisburg College

Charitable giving for educational purposes is the heart of philanthropy as a personal investment. If one believes that the small church-related junior college should be supported - that its program should continue to provide opportunity for academic excellence in the atmosphere of individual care - then he or she will be impressed by the opportunities at Louisburg College.

Whether a gift is designated for capital improvement, endowment, scholarships, special memorials, or the annual fund, whether a gift takes the form of an outright gift of cash or property, a charitable remainder trust, or a living trust, the wishes of the donor will be carried out at Louisburg. Wise estate planning, which maximizes tax savings and reduces taxation through charitable giving, is vital to both the donor and the College.

The ultimate goal of the Office of Institutional Advancement is to secure or assist in the attainment of philanthropic resources needed to ensure the continued growth and prosperity of Louisburg College. The office strives to preserve and enhance the life of the College by developing understanding and support from all constituencies including students, faculty, trustees, alumni, the United Methodist Church, grant-awarding foundations and corporations, and other friends of the institution. Its prime objectives are to keep Louisburg College in the forefront of private colleges in the southeast, to recognize the accomplishments of her outstanding alumni, and to inform all constituency groups about the progress of the institution.

Prospective donors may direct their inquiries to the Office of the President or the Office of Institutional Advancement.

Endowments

The Benjamin N. Duke Endowment. Benjamin N. Duke, who donated Louisburg College to the North Carolina Conference of the United Methodist Church, gave a substantial sum, part of which has been used as endowment and part for permanent improvements.

The James A. Gray Trust Fund. James A. Gray of Winston-Salem established a trust fund for several North Carolina institutions. Louisburg College was designated as a recipient of this fund, which has been added to the College endowment.

Bessie Arrington Gupton Distinguished Service Fund. This distinguished service fund has been established in memory of Mrs. Bessie Arrington Gupton, Class of 1908, by her sons, Samuel Gupton and Willis Gupton, Class of 1942. The fund will provide a cash award to a member of Louisburg College's faculty, staff or student body who demonstrates outstanding and extraordinary service to the College.

The Lumpkin Faculty Endowment. Edith C. Lumpkin established an endowment fund to support faculty salaries at the Collège.

The Willie Lee Lumpkin Endowment Fund. The Willie Lee Lumpkin Endowment Fund to help support the educational program of Louisburg College was established in 1976 in memory of Mr. Lumpkin, a former Trustee of the College, by Mrs. Willie Lee Lumpkin, a Trustee of the College, and members of the Lumpkin Family.

The Kathryn Melvin Sexton Endowment. The late Kathryn Melvin Sexton, 1923 alumna and member of the Board of Trustees, established an endowment for the instructional program in science. The College, in consultation with members of Mrs. Sexton's family, named the endowment in her honor.

The Naomi Dickens Shaw Endowment for Faculty Teaching Excellence. The Reverend and Mrs. Caswell Shaw have established an endowment in memory of Mr. Shaw's mother, the late Naomi Dickens Shaw, Class of 1928. The fund provides an annual award to a member of the faculty who demonstrates teaching excellence.

William "Wimpy" F. Shelton Faculty Development Fund. This faculty professional development endowment fund has been established in memory of William "Wimpy" F. Shelton, a 1935 graduate of Louisburg College. The fund will give faculty members an opportunity to apply for special annual grants for additional study relating to their Louisburg College teaching responsibilities. Preference will be given to faculty who teach business courses, given Shelton's special identification with that part of the college academic program.

The Daisy Brantley Starnes Endowment Fund for the Educational Program in Music. Because of his mother's interest in music, and as an expression of how much the Louisburg College music program meant to him as a student, S. Judge Starnes, Jr., established this endowment fund to honor the memory of his mother, Daisy Brantley Starnes. Proceeds from this endowment are used to improve the College's music program.

The Virginia Owens Mitchell Watkins Endowment. William L. Mitchell of Oxford established an endowment to strengthen the educational program at Louisburg College in memory of his mother, Virginia Owens Mitchell Watkins.

Nondiscrimination Policy

Louisburg College is committed to the equal opportunity of education and employment and does not discriminate against students, employees, or applicants on the basis of race, color, sex, sexual orientation or sexual preference, national origin,

age, or disability. Moreover, the College does not discriminate in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by applicable Federal laws and regulations.

Louisburg College supports the protection available to members of its community under all applicable Federal laws, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990, Title IX of the Educational Amendments of 1972, and Title VI and Title VII of the Civil Rights Act of 1964.

Any student, employee, or applicant who has a complaint or grievance should contact the Director of Academic Support Services, 501 North Main Street, Louisburg College, Louisburg, North Carolina 27549, (919) 496-2521, ext. 215.



ADMISSIONS



Admission To The College

Louisburg College seeks to admit students who show academic promise in attaining their educational goals. Each applicant's record should show educational growth, seriousness of purpose, and a sense of responsibility.

The College reserves the right to admit only those applicants whose overall records indicate potential success in a college environment. The College also reserves the right to examine further any applicant by the use of achievement, psychological, or aptitude tests, and personal interview, and to use information from such sources for class placement.

Admission Requirements

First-Year Applicants

Generally, high school graduates are considered academically eligible for admission, in good standing, provided they have: accumulative Grade Point Average of 2.00 or higher on a 4.00 scale (C average or better), a class rank in the upper two-thirds of their graduating class, and a composite score of 810 or higher on the SAT examination (17 or higher on the ACT).

Applicants who do not meet the above requirements will be considered for admission on a conditional basis by the Admissions Committee.

While not required for admission, it is strongly recommended that applicants follow the high school curriculum shown below as preparation for college level work.

<u>Course</u>	<u>Instructional Emphasis</u>
English (4)	In English, four course units emphasizing grammar, composition, and literature;
Mathematics (3)	In mathematics, three course units including Algebra I, Algebra II, and geometry, or a higher level mathematics course for which Algebra II is a prerequisite;
Science (3)	In science, three course units including <ul style="list-style-type: none">– at least one unit in a life or biological science (for example, biology)– at least one unit in a physical science (for example, physical science, chemistry, physics), and– at least one laboratory course;
Social Studies (3)	In social studies, two course units including one unit in U.S. History; and
Foreign Language (2)	In foreign language, two courses in one language.

Transfer Applicants

An applicant for transfer from another post-secondary institution must meet the College's general admissions requirements, must provide official transcripts from each institution previously attended, and should be eligible to return to the post-secondary institution from which transfer is sought. It is the responsibility of the applicant to have official transcripts of all academic work forwarded directly to the Admissions Office from the institution(s) previously attended. Hand delivered tran-

scripts are not acceptable for admissions decisions. Students who have been enrolled in other post-secondary institutions are reminded that they may not disregard their records in these institutions. Failure to report previous college attendance is considered sufficient cause for cancellation of the student's registration and of any credits earned.

Up to 32 semester hours of transfer or examination credit can be granted toward a Louisburg College degree. Credits will be accepted only from regionally accredited institutions. Transfer credit for CLEP, advanced placement, and/or DANTES will be evaluated according to the College's established policies, if such credit appears on official transcripts as credit previously earned. The final decision on the acceptability of such credit is reserved by the College.

Transfer applicants shall be admitted in good standing provided all requirements have been met and they have attained the minimum Grade Point Average (GPA) required of Louisburg College students. Applicants with less than the minimum GPA will be considered for conditional admission.

For additional information concerning the transfer of academic credit, students may obtain a copy of **Standards and Procedures for Transfer of Academic Credit** from the Registrar's Office.

Re-admission of Former Students

Students who discontinued attendance at Louisburg College for one semester or more, not including the summer term, must apply for readmission. If they have attended another institution during the interim, they must have official transcripts mailed directly to the Admissions Office.

Former students in good academic and social standing may be admitted upon submission of the appropriate forms and review by the Admissions Committee. Students not in good academic and social standing must petition the Admissions Committee for readmission. The petition must be sent to the Office of Admissions and must show good cause why such readmission should be permitted. Students suspended for academic reasons may petition for readmission after remaining out of school for at least one semester. The summer term does not count towards meeting this suspension requirement.

The records of students who have been readmitted after an absence of four or more consecutive semesters will be evaluated as follows: only grades of D or better earned in previous enrollments will be combined with all grades earned after readmission to compute graduation eligibility.

Post-Graduate Enrollment

Students desiring to continue enrollment after completion of graduation requirements must apply for readmission and be subject to the Admissions Committee.

High School Seniors

Louisburg College, in cooperation with local high schools, offers Joint Enrollment and Early Admission for students who have completed the junior year of high school. These programs are designed to encourage students who have demonstrated outstanding academic potential to enter the College and begin college-level work prior to completing requirements for high school graduation.

The College grants full credit for college level courses completed under these programs, but high school officials may or may not accept the credits to meet graduation requirements. Students should consult their principal and/or counselor to deter-

mine the courses which satisfy those requirements.

Students considering applying for either of these programs should take the SAT or ACT during their junior year in high school. Students planning to enroll during the summer term immediately following completion of the junior year should submit a transcript showing work completed through the first semester of the junior year. A supplementary transcript showing their balance of high school course work should be submitted at the end of the term.

Applications will be considered on an individual basis, and a personal interview may be required. Applicants may obtain application materials and additional information from their high school counselor or from the Office of Admissions. Specific requirements for admission are discussed below.

Joint Enrollment

This program is designed for students who have completed their junior year of high school and who, in the opinion of their high school principal or counselor, have the aptitude and maturity to be concurrently enrolled in high school and college.

Applicants to this program must meet the following minimum requirements:

1. Follow the same procedures as freshman applicants. "Joint Enrollment" should be written across the top of the application form.
2. Be recommended by their high school principal or counselor. The principal or counselor recommending the student should submit appropriate course recommendations to the Office of Admissions and a copy of the student's high school transcript.
3. Have a 3.00 average on academic work completed through the junior year, and achieve a combined verbal and quantitative score of 950 on the SAT or composite score of 19 on the ACT with a verbal score of not less than 480 and eligibility for college level mathematics courses.
4. Secure written parental/guardian consent to participate in the program.
5. Be on track to complete the college preparatory curriculum as outlined earlier in the admissions requirements.

Early Admissions

This program is designed for qualified students who, based upon the combined judgments of high school and College officials, have demonstrated a level of academic maturity which would enable them to pursue a full-time course of study at Louisburg College following the completion of their junior year of high school.

Applicants to this program must meet the following minimum requirements:

1. Follow the same procedures as freshman applicants. "Early Admission Program" should be written across the top of the application form.
2. Be recommended by the high school principal or counselor. If the applicant's high school will allow credit earned in this program to be accepted toward fulfillment of graduation requirements, the student should consult with his/her principal and/or counselor to determine the courses in which she/he should enroll to satisfy those requirements. The principal or counselor recommending the student should submit a copy of the course recommendations and the student's high school transcript to the Office of Admissions.
3. Have a 3.00 average of academic course work completed through the junior year and achieve a combined verbal and quantitative score of 850 on the SAT or a composite score of 19 on the ACT with a verbal score of not less than 400.
4. Secure written parental/guardian consent to participate in the program.

5. Be on track to complete the college preparatory curriculum as outlined earlier in the admissions requirements.

International Students

Interested and qualified students from other countries are encouraged to attend Louisburg College. All applicants for admission must be high school graduates. The applicant is required to furnish authenticated copies of academic records of all work completed on the secondary and collegiate level. These records should describe the courses of instruction, number of years spent in school, type of subject matter covered, with grades earned in each subject. The applicant must also provide authenticated copies of any diplomas or certificates at the high school level.

All international students for admission must possess proficiency in the English language, both written and oral. This requirement can be met by presenting satisfactory results (Scaled Score of 525) on the Test of English as a Foreign Language (TOEFL), by obtaining a significant score on the English courses taken as part of the high school work, and/or successful completion of an English Language Institute which meets the approval of Louisburg College.

The I-20 form will be issued only after official acceptance by the College and after a deposit of one-half of the total annual fees for room, board, tuition and books has been made to the College and after the College is satisfied of the ability to continue payment after arrival. The remaining one-half of the annual fees will be due at least one month prior to the registration day for the second term in attendance. Approval for extension of the Visa by Louisburg College requires satisfactory academic and social progress and the meeting of financial obligations as outlined under the requirements for the issuance of the original I-20.

Special Notes

Applicants are encouraged to apply early. Applicants for Fall semester should apply by August 1, applicants for Spring semester should apply by December 1, and applicants for the Summer term should apply by May 15.

An applicant's file is not complete until all documents have been submitted:

- For freshman applicants, a final high school transcript showing graduation date.
- For transfer applicants, official transcripts from each post-secondary institution attended.
- For readmission candidates, official transcripts from all post-secondary institutions attended since leaving Louisburg.
- For GED applicants, official copies of the GED scores.

The College reserves the right to admit or deny admission to any applicant based upon the College's established policies and standards.

Enrollment Deposit

First time students that have been approved for admission to Louisburg College, are required to send in a nonrefundable deposit of \$200 to complete the admissions procedures. Prompt submission of the deposit is to the student's advantage since freshman housing and registration priorities are established by using the date of receipt of the deposit. Space in the freshman class is reserved by payment of this deposit. This enrollment deposit is due no later than May 1.

Returning students are encouraged to submit their deposits as early as possible.

Timely submission of this deposit ensures the student of retaining his/her pre-registration status and priority housing consideration.

Space reservations and other priority considerations are good only until the due date of the Business Manager's statement of semester fees. If financial settlement has not been made with the Business Office by the due date shown on the statement, The College reserves the right to grant another student the space in the class.

Medical Records

Each prospective student must return a questionnaire concerning his or her health history prior to enrollment. Records of medical examinations will be consulted when questions arise concerning the amount of curricular and extracurricular work and physical activity the student can undertake. North Carolina Statute G.S.: 130A-155.1 states that no person shall attend a college or university, excluding students attending night classes only, or students matriculating in off-campus courses, or students taking a course load of four credit hours or less and residing off campus, unless a certificate of immunizations against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella is presented to the college or university on or before the first day of matriculation. The Louisburg College student health questionnaire provides students with a convenient method of certifying their immunization history. Failure to file the required certification of immunizations will result in students being withdrawn from classes. Students will receive no credit or grades for their courses. There will be no refunds.



EXPENSES AND FINANCIAL AID



Cost Of Education

Louisburg College is a nonprofit institution. Its goal is to give ambitious and purposeful students the opportunity to obtain two years of college education. Through the years, thousands of friends have donated the resources of the College in land, buildings, equipment, operational expenses, and endowment. The faculty/staff have given devoted service to the institution in pursuit of the goal. College personnel understand the challenges facing higher education today. One of those challenges is the increase in costs associated with post-secondary education. For this reason, the College strives to keep expenses low for those who wish to attend Louisburg. The College reserves the right to revise the charges whenever conditions demand such revision.

Louisburg offers a variety of financial aid programs to assist students who are not able to afford the full cost of education at the College. Students who feel that they may need assistance are encouraged to apply for financial aid. It is the hope of the College that no qualified student will be unable to attend due to financial limitations. See pages 24-43 for full details on the aid programs offered.

Regular charges for tuition, fees, room, and board for the current academic year are listed on a separate sheet in the back of this catalog. In addition to these listed costs, students will incur expenses for books, supplies, transportation, and personal items. The Financial Aid Office at Louisburg College estimates these added costs annually and uses its estimates in determining eligibility for need-based assistance.

Books and supplies for all courses at Louisburg are sold by the College Bookstore. The approximate cost of books and supplies per year is \$450. These costs vary according to the curriculum and according to whether used books can be obtained.

Costs for transportation and personal expenses vary from student to student. For information on these variable costs, including the estimates used by the College in determining eligibility for financial assistance, contact the Director of Financial Aid.

Payment Plans And Financing Arrangements

Louisburg College offers a variety of payment plans and financing arrangements designed to help families better afford the cost of education. The Louisburg College Financial Aid and Business Offices have full details on all plans listed. Please note: Charges are obligated on a semester-by-semester basis, and the official due date of charges is that listed below under the one payment per semester plan. Refunds (in the event of a withdrawal) are made according to the refund policy specified in this catalog, unless amended by the College. The use of any particular payment plan does not diminish the obligation of the student to pay all net charges for the current semester of enrollment. "Louisburg College reserves the right to assess penalty and interest charges on payments made after the due date." Payment plans currently offered include:

1. **One Payment Per Semester** - All charges for each semester are due before the beginning of the semester on the dates indicated:

Fall Semester	August 1
Spring Semester	December 15

2. **Three Payments Per Semester** - One third of all charges for each semester are to be paid on or before the following dates. To cover costs of administration, a charge of \$25.00 per semester is added to the first payment of each semester for those electing this plan. Students may elect this plan for either or for both semesters.

Fall Semester	August 1 Upon enrollment October 1
Spring Semester	December 15 Upon enrollment March 1

3. **Monthly Payment** - Through Academic Management Services, Inc., parents or guardians of Louisburg College students can choose a low-cost, flexible system for paying educational expenses in ten convenient monthly installments. Charges for this plan are a small annual fee of approximately \$50.00 per year, which includes automatic life insurance on the enrolled parent or guardian. There is no interest or finance charge. Payments are made beginning in June and continuing until the following March. After the first year payments may be spread over a 12-month period for more convenient installments.

4. **Monthly Payment Plan (Veterans)** - Veterans of the United States Armed Forces who receive monthly payments for attending college may make arrangements to pay monthly installments directly to the Louisburg College Business Office. There is a charge of \$50.00 per year for this service, payable at \$25.00 per semester.

5. **Long-term payment of College Expenses** - In addition to financial aid programs and the variety of available payment options, many families seek ways to spread the cost of higher education over a longer period of time, thus gaining easier monthly payments. Louisburg College students and their families currently use a number of different financing arrangements. These arrangements can be used in combination with student financial aid or separately.

The Financial Aid Office personnel is familiar with financing arrangements such as Federal PLUS loans and Unsubsidized Federal Stafford Loans as well as other loan/financing options which may be available to families and will be pleased to discuss the relative benefits and costs associated with each. (Loan programs discussed on page 41&42.)

Financial Aid

General Eligibility Requirements

Louisburg College believes that all students should have the opportunity to attend the college of their choice, regardless of financial circumstances. While the student aid program is administered according to the nationally accepted policy that a student and his/her family have the primary obligation for financing a student's education, financial assistance is available to students who need help in paying the cost of education. This section gives general consumer information regarding aid programs at the College; submit any request for additional information to the Financial Aid Office.

Eligibility for all aid programs at Louisburg College, except those designed to recognize exceptional academic, artistic, or athletic ability and some endowed scholarships, is based upon the need for funds as shown through a needs analysis. All students who demonstrate need are awarded aid, as long as funds are available and the student meets specific program eligibility requirements. The amount of a student's award is based upon his or her need, and the Financial Aid Office endeavors to construct an assistance package which meets the need of each qualified applicant. Required applications should be submitted to the College as early as possible after January 1 of the award year. For maximum consideration, all forms should be completed by March 15 for the upcoming academic year. Applications completed after this date will be considered for assistance based upon one's eligibility for assistance and in accordance with fund availability.

In order to receive any federal grant, loan, or work assistance, a student must: be enrolled or accepted for enrollment as a regular student in a program leading to a degree or certificate; be carrying or planning to carry at least a halftime academic load (Federal Pell Grants may be obtained by less than halftime students under certain conditions); not owe a refund to a Title IV grant (Federal Pell, Federal SEOG, SSIG); not be in default on any Title IV loan or have made satisfactory arrangements to repay any defaulted loan (Federal Stafford, Federal PLUS, Federal Perkins) received at any institution; not borrowed in excess of loan limits under Title IV programs; and sign a statement of educational purpose, saying that the Title IV funds will be used only for expenses related to study at the College. All recipients of federal aid must be citizens or permanent residents of the United States. In accordance with federal regulations, male recipients must certify their registration with Selective Service. In addition, all recipients must be making satisfactory academic progress as defined by the Financial Aid Office.

Continued receipt of financial assistance by aid applicants is dependent upon the establishment of continuing eligibility for aid and upon continued funding of the programs at the College.

The Higher Education Act of 1965, as amended by Congress in 1980, mandates institutions of higher education to establish minimum standards of "satisfactory progress" for students receiving financial aid. Louisburg College makes these standards applicable to all programs funded by the federal government, including Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Stafford Loans, and the College Work/Study Program. These standards are also applicable

to the State Contractual Scholarship Fund, North Carolina State Student Incentive Grants, and to certain College controlled scholarships.

Satisfactory Progress Standards Evaluation will be done at the end of each academic year for the next year. All students receiving financial assistance are given a copy of the "Louisburg College Financial Aid Office Policy on Satisfactory Progress". Copies are also kept in the Financial Aid Office for student review.

Applying For Financial Aid

To apply for all forms of financial aid at Louisburg College, a student must submit needs analysis form(s) which have been approved by the Secretary of the United States Department of Education. The Free Application for Federal Student Aid (FAFSA) enables a student to apply for federal financial aid available at Louisburg. Additional applications may be required for students who wish to apply for state and institutional aid at Louisburg.

Louisburg's Financial Aid Office will automatically mail all proper application forms needed to apply for all assistance available at the College to those prospective students who indicate an interest in applying for aid. Availability of applications will be disseminated to all returning students, and forms will be sent to others upon request. (Note: For those aid programs that are not based on demonstrated need, a needs analysis form will not be required. However, it is the policy of the Financial Aid Office to give preference to students who demonstrate a need for funding.)

Types Of Assistance

Several different types of financial aid are available: scholarships, grants, on and off-campus employment, and loans. In most cases aid is "packaged" so that students can receive assistance through more than one program. Although individual circumstances vary, the normal aid package includes 45 to 55 percent self-help and 45 to 55 percent scholarships/grants.

There are many aid programs of each type offered to students. These programs come from a variety of sources: federal and state governments; church, corporate, foundation, and other donors; College endowment income; and general funds of the College.

Grants And Scholarships

Federal Grants

Federal Pell Grant - This gift assistance is the foundation of the federal student financial aid efforts. Eligible students may receive awards ranging from \$400 to \$2,470 in 1996-97.

Federal Supplemental Educational Opportunity Grant - FSEOG is a grant program in which eligible students may receive yearly awards ranging from \$100 to \$4,000. Preference is given to Federal Pell Grant recipients.

State Grants For North Carolina Residents

North Carolina Legislative Tuition Grant - Grants, not based on need, are awarded to all who meet both the definition of full-time student and the legal residency requirements established by the state of North Carolina. For 1996-97 the grant is valued at \$1,300 per academic year. To meet the definition of full-time student, one must be enrolled in a minimum of 12 semester hours through October 1 of the fall semester and through the 10th day of classes of the spring semester. To meet the legal residency qualification for the NCLTG, the student must have maintained his/her domicile in North Carolina for at least the 12 months immediately preceding the date of first enrollment or re-enrollment. For details concerning residency and other requirements, contact the Financial Aid Office.

State Contractual Scholarship Fund for Needy North Carolinians - Legal residents of North Carolina may be awarded SCSF grant funds as determined by the financial aid system of the institution, using Louisburg's financial aid policy in conjunction with Federal Methodology to determine need. Individual awards vary for each eligible recipient.

North Carolina Student Incentive Grant -Full-time students who are legal residents of North Carolina may apply for this grant program. Grants are awarded, based on availability and approval of funding, in amounts of up to \$1,500 per year to students who demonstrate exceptional need.

North Carolina Teacher Scholarship-Loan Program - Available through the North Carolina State Department of Public Instruction, these scholarship awards are initially made as loans, with one year's loan being cancelled for each year of teaching service in North Carolina public schools.

North Carolina National Guard Scholarships - The North Carolina National Guard offers two scholarship programs for its members. The first, funded by the North Carolina General Assembly, can provide up to \$500 per year of college; the second, a federally funded program for new recruits, can provide an additional \$500 per year. For details, interested students should contact the North Carolina National Guard, Office of the Adjutant General, Attn.: AGPR, P.O. Box 26286, Raleigh, N.C. 27611.

Academic Scholarships

Academic scholarships are awarded annually to incoming freshmen based upon academic promise, leadership, and character. There are several classifications of academic awards offered by Louisburg College. See the list below for scholarships and requirements:

Faculty Awards. Scholarships of \$1,000 are awarded annually to incoming freshmen. Requirements include a minimum GPA of 2.5 and SAT score of 900. Faculty scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 2.5.

Trustee Awards. Scholarships of \$2,000 are awarded annually to incoming freshmen with a minimum GPA of 2.75 and SAT score of 1000. Trustee scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 2.75.

Presidential Awards. Scholarships of \$3,000 are awarded annually to incoming freshmen who meet the following criteria: minimum 3.0 GPA and SAT score of 1100. Presidential scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 3.0.

Will and Sara Condon Rodgers Memorial Scholarship Endowment. This academic scholarship was established in the will of the late Sara Condon Rodgers. The scholarship provides up to two-thirds of the cost of tuition, fees, room, and board. Candidates must meet the following initial requirements: minimum GPA of 3.0 and SAT score of 800. The Admissions Committee notifies incoming freshmen who meet initial standards that they may be eligible to compete for the need-based academic scholarship. With notification comes a financial statement for the candidates' completion. Those meeting the additional need criteria will be given the opportunity to attend a scholarship competition which is held in the spring to select recipients of the scholarship.

Note: Recipients of these scholarships are eligible to be considered for other forms of Louisburg College financial aid including county grants and employee tuition waivers; however, should the student be eligible for a higher amount of institutional aid under another institutional aid program, the higher amount will be utilized in ascertaining the total amount of institutional assistance.

Scholarships and Grants

The Abdalla J. Abdalla and Betsy McKenzie Abdalla Scholarship Endowment. Established in 1982 by Mr. and Mrs. A. J. Abdalla, the income from this fund is awarded annually to residents of Johnston County. Qualifications also include demonstrated financial need, academic potential, ambition, and a desire for a college education.

Alpha Beta Gamma Educational Endowment. An educational endowment fund has been established for the Louisburg College Chapter of Alpha Beta Gamma. The income from the fund is to be used toward the education of business students.

Alston-Macon-Murphy Scholarship Endowment. This scholarship fund has been established by Caroline Macon Murphy and the late W. Earle Murphy of Louisburg for the purpose of honoring their parents - Pattie Alston Macon, George Wilson Macon and Mr. and Mrs. W. E. Murphy. This is a perpetual fund and only the income from the endowed principal may be used for the scholarship each year. The person accepting this scholarship must declare his or her interest in the field of Christian service - continuing his or her course of study until he or she has completed the second year of college work at Louisburg College. If there is not a student with the intent to enter full-time Christian service, the Financial Aid Office may award the scholarship to a deserving student.

Alumni Scholarship. The Alumni Scholarship was established in 1990 by the Board of Directors of the Louisburg College Alumni Association to recognize an outstanding rising second year student. Qualifications are based on academic record, school involvement, personal character and aspirations. Monies for the scholarship are provided through alumni contributions. The Alumni Scholarship is presented at commencement.

The Amick Scholarship Endowment. C. C. Cranford of Asheboro established a scholarship fund for the purpose of honoring his friend and former teacher, Dr. T. C. Amick. It is awarded annually to a deserving liberal arts student. Students accepting this scholarship must declare the intention of continuing their course of study until completion of the second year of college work.

Dorothy Kennedy Anderson Endowed Scholarship Fund. Established in 1992 by Dorothy Kennedy Anderson, an alumna of the class of 1939, to assist students with financial need and who show seriousness of purpose in their educational goals. Preference is given to North Carolina students.

Douglas Lee Angleton Endowed Scholarship. This scholarship was established by Mr. and Mrs. Hugh D. Angleton, parents of Douglas Lee Angleton, Louisburg College class of 1977.

Athletic Scholarships. Louisburg College offers athletic scholarships in all its inter-collegiate sports. Recipients of these scholarships are selected by the coach of the sport involved, in conjunction with the regulations of the Financial Aid Office.

Al Barbour Baseball Scholarship. Mr. and Mrs. Al Barbour of Engelwood Cliffs, N. J., established a scholarship providing \$100 annually to a deserving baseball player in good academic standing. The scholarship is awarded to the qualified freshman or sophomore selected by the Louisburg College Baseball Coach.

The Paul B. and Merrill V. Barringer Endowed Scholarship Fund. Established in 1991 by Mr. Paul Barringer, a trustee of the college, and his wife, Merrill, to assist students with financial need and who show seriousness of purpose in their educational goals.

Howell W. and Elsie M. Bass Memorial Music Scholarship. This scholarship was established by the bequest of Mr. and Mrs. Howell Bass of Spring Hope, North Carolina. Mrs. Bass, a 1928 graduate, was an active alumnae and concert patron. The scholarship will assist students who are interested in studying music.

The Oakel and Frances Bass Scholarship Endowment. Oakel and Frances Bass, having served for 24 years as principal and teacher-librarian in the Oak Grove Elementary School of Durham County, established in 1988 a scholarship fund for students showing seriousness of purpose in their educational goals. Priority consideration is given to students who are graduates of a high school in southern Durham County, preferably to students who attended Oak Grove Elementary School.

The Marvin and Mary Jo Baugh Scholarship. This scholarship was established by Marvin Baugh, class of 1953, and his wife Mary Joe, in memory of his sister Bertha Baugh Ranes, and in appreciation for the College. Preference is given to students from Warren County. If there is no qualified student from Warren County, the scholarship is awarded on the basis of financial need and seriousness of purpose.

Marina Jarvis Baum Scholarship Endowment. This fund, established by the bequest of Marina Jarvis Baum, provides scholarships for deserving students.

Annie Allen Beam Scholarship Endowment. Mamie Beam Clayton, Class of 1936, a recognized leader in public education in Franklin County, established this scholarship to honor her mother, Annie Allen Beam, Class of 1909. Income from the endowment will be awarded to Louisburg College students who are descendants of the Beam, Allen, and Clayton families or other worthy Franklin County students.

The Beckler Memorial Scholarship Endowment. This fund was established in 1985 by Roberta Morris in memory of her parents, Robert Martin Beckler and Mildred Moore Beckler, the latter a professor of languages. A scholarship will be awarded annually to qualified students who demonstrate financial need and show seriousness of purpose in the field of languages.

The Benson Living Memorial Scholarship Endowment. This fund was given by the Benson United Methodist Church of Benson, N. C., in memory of the members of that community who fought and died in World War II.

The Blackburn Scholarship Fund. The North Carolina Conference of the United Methodist Church established a scholarship fund in honor of Bishop Robert M. Blackburn and the late Mary Jean Blackburn, and to enable deserving Methodist students to attend one of the United Methodist colleges in the Conference, including Louisburg College.

The Blackburn Scholarship Endowment. To honor Bishop Robert M. Blackburn and the late Mary Jean Blackburn, the Board of Trustees of Louisburg College established a scholarship endowment.

The Susan Davis Blount Scholarship Endowment. A scholarship fund was established by the Rev. George W. Blount, former minister of the Louisburg Methodist Church, to honor the memory of his mother, Susan Davis Blount. The income from this fund is used to assist a worthy and deserving student, with preference given to a member of the Louisburg United Methodist Church.

The Ann Blumenfeld Scholarship Award. The Board of Trustees named a scholarship in honor of Dr. Ann Blumenfeld, who served as head of the Foreign Language Department from 1946 until her retirement in 1968. The scholarship is provided in grateful appreciation for her devoted and effective service to Louisburg College. Dr. Blumenfeld, a native of Germany, served for many years with the League of Nations. Consideration for this award, in the amount of \$800, is based upon the applicant's needs and scholarship in the area of foreign languages.

Boney Scholarship. This fund was established in 1993 by Mildred Boney Matthis as a memorial to her parents, James Horace and Eva Merrit Boney, her sister, Mildred Peterson, and in honor of her brothers James D. Boney and Jim O. Boney. A scholarship(s) is awarded annually to a student(s) in the college transfer or business program who demonstrate(s) seriousness of purpose and financial need. Preference is given to Sampson County students and then to North Carolina students.

The Book of Remembrance Scholarships. Each year scholarships are awarded to deserving students from funds given to the College as memorials.

The Lillian Cherry Boyette Scholarship Endowment. Frances Boyette Dickson of Burlington established an endowed scholarship in honor of her mother, Lillian Cherry Boyette of Ahoskie. Preference is given to students from Hertford County. If there is no qualified student from Hertford County the scholarship is awarded on the basis of financial need and seriousness of purpose.

The George and Inez Breitz Memorial Scholarship Endowment. This scholarship was established by the Edgerton Memorial Church of Selma.

The Ann Norris Broughton Scholarship Endowment. This scholarship was established by the late Mr. and Mrs. J. Allen Norris, Sr., in memory of their daughter, who was the sister of former Louisburg College President J. Allen Norris, Jr.

Bryan Scholarships. The Board of Directors of the James E. and Mary Z. Bryan Foundation, Inc., established the Bryan Scholarship Trust to honor the memory of James E. and Mary Zealy Bryan of Goldsboro. One or more scholarships are awarded each year to worthy and needy Louisburg College students from North Carolina. Renewal for a second year shall be based upon demonstrated ability and continuing need.

The Burney Scholarship Endowment. A. L. Burney of Southern Pines established a scholarship to be given to a worthy student from Moore County.

The Lucy Perry Burt Scholarship Endowment Fund. This fund was established in 1983 by Dr. Burt Veazey in honor of Lucy Perry Burt, Trustee Emeritus of Louisburg College.

The Bynum Charge Memorial Scholarship Endowment. A memorial scholarship was established by the Bynum Charge of the Durham District of the North Carolina Conference of the United Methodist Church. This scholarship is combined with other funds for the awarding of general scholarship assistance.

The John Cameron Athletic Scholarship. The scholarship was established in honor and memory of Louisburg College athletes and coaches by Dr. and Mrs. John L. Cameron. It is awarded to outstanding students who participate in Louisburg College athletics.

The William Ragsdale Cannon Scholarship Fund. Bishop William Ragsdale Cannon established, with the United Methodist Foundation, an endowment that provides scholarships for pre-ministerial students enrolled at one of the United Methodist colleges within the North Carolina Conference, including Louisburg College.

The Peter A. Carlton Scholarship Endowment. This scholarship was established in October, 1970, in memory of Peter A. Carlton, whose love for young people and special regard for Louisburg College were well known. The Scholarship was established by his sons, Dr. Patrick W. Carlton, '57, and Richard A. Carlton and by his widow, Lucille B. Carlton. The income from this fund is used to provide scholarship aid to deserving students.

The Cheatham Scholarship. The Franklinton United Methodist Church, wishing to honor Richard I. Cheatham and Luna F. Cheatham, established the Cheatham Scholarship. Preference is given to a member of the Franklinton United Methodist Church, a graduate of Franklinton High School, or a resident of Franklin County.

The Coor Family Scholarship Endowment. Zelda Coor, beloved alumna and College registrar, established the Coor Family Scholarship Fund to honor members of the Coor family who have been actively involved in educational pursuits including teaching, counseling, and administration. Priority for awards will be given to descendants of the Coor family, members of the Ebenezer United Methodist Church of Goldsboro, and other worthy students.

The Johnnie C. and Sue B. Currin Scholarship Endowment. This fund was established in 1983 by Sue B. Currin, in memory of her husband, Johnnie C. Currin. Preference is given to students from Granville County.

The Mather D. Dorman Scholarship Endowment. The Mather D. Dorman Scholarship Fund was given by the members of the Elevation United Methodist Church of the Benson Charge in memory of Mr. Dorman, who was a faithful member of the Elevation Church for 31 years.

Drama Awards. Students demonstrating special talents in drama are considered for scholarships under the Faculty Awards program.

Edenton Street Scholarship. The Men's Bible Class of the Edenton Street United Methodist Church of Raleigh established a fund to provide financial assistance to needy and worthy students who wish to continue their education at Louisburg College.

The Faulkner Scholarship Endowment. This fund was established by R. J. Corbitt of Henderson in honor of the Faulkner family.

The Fred L. and Florence Alston Fearing Scholarship Endowment. A scholarship fund in honor of Fred L. and Florence Alston Fearing of Elizabeth City was established in 1981 by their son, Fred A. Fearing ('57). The Fearings, both 1935 graduates of Louisburg College, have a long-standing interest in helping students attend their alma mater; Mr. Fearing is a former trustee of the College. The income from this scholarship fund is used to assist deserving students.

The A. J. Fletcher Music Scholarship Endowment. An endowment in support of the music program at Louisburg College was established in 1984 by the gift of the A. J. Fletcher Foundation. Proceeds from this endowment will be used as scholarships.

The Sarah E. Foster Scholarship Endowment. The Board of Trustees established a music scholarship endowment in honor of Sarah E. Foster, Professor Emeritus of Music, who taught with distinction at Louisburg College for 41 years before her retirement in 1986.

Franklin County Tuition Grant. All Franklin County students who enroll full-time in Louisburg's regular college program will receive a grant totalling 1/3 of the regular yearly tuition charges. The grant will be automatically deducted from charges, with 1/2 of the grant being deducted each semester. See note in "Academic Scholarships" section concerning combination of Franklin County Tuition Grant and certain other forms of institutional aid.

Franklin Veneers, Inc. Scholarship. This scholarship was established by Mr. and Mrs. Richard H. Morgan, Jr. of Franklinton, North Carolina, in honor of their company, to support the general scholarship fund.

The Franks-Penny Memorial Scholarship. This fund provides scholarship assistance to female students.

The Haywood Frazier Memorial Baseball Scholarship Endowment. This fund was established in 1983 in memory of Haywood Frazier, father of Louisburg College Baseball Coach Russell Frazier.

The Johnny W. Gardner Athletic Work-Scholarship. This fund was established by Johnny W. Gardner to assist the athletic program at Louisburg College. The recipient, selected by the Athletic Department, will be assigned to worthwhile duties in the baseball or basketball program.

The Winfield Scott Gardner Memorial Scholarship Endowment. The Winfield Scott Gardner Memorial Scholarship was established by the Warrenton Charge of the Rocky Mount District. This scholarship is awarded to a student from the Macon Church of Warren County. If no student is enrolled from the church who is in need of such financial assistance, the scholarship is to be granted to any other worthy student.

The Georgia A. Gilbert Scholarship Endowment. The late James J. Gilbert of Greenville provided the Georgia A. Gilbert Scholarship Fund to assist needy and deserving students. This award is to be made available first to qualified graduates of the Masonic Orphanage School at Oxford and then to qualified residents of Pitt County.

The C. Wade Goldston Scholarship Endowment. This fund was established by Wade Goldston's brother, William J. Goldston of Houston, Texas, and by friends of Wade Goldston. The income is used toward the payment and tuition of lay pastors, young people preparing for full-time Christian service, and sons and daughters of United Methodist ministers. Awards are made on the basis of scholarship, character, seriousness of purpose and financial need.

The Goldston Charge Scholarship Endowment. An endowment scholarship fund was presented by the Goldston Charge of the Sanford District of the North Carolina Conference.

The Annie Newman Gunn Scholarship Endowment. John O. Gunn of Yanceyville established a scholarship in honor of his wife, Annie Newman Gunn, a 1919 graduate of Louisburg College. Preference is given to students from Caswell County.

The Frances Manning Gwin Scholarship Endowment. Frances Manning Gwin, '41, established an endowment to award one or two annual scholarships to students demonstrating financial need and seriousness of purpose.

The Burdette Joyner Hardee Memorial Scholarship Endowment. This fund was established in 1982 in memory of Burdette Joyner Hardee, an art instructor at Louisburg College during the 1920s, by her friends in the Francis Asbury Sunday School Class of Trinity United Methodist Church in Durham. The income from the fund will be awarded annually to an art student who demonstrates financial need.

The Dr. and Mrs. Parrott R. Hardee Scholarship Endowment. Lucy Hardee Olsen of Durham established a scholarship in memory of her parents, Dr. and Mrs. Parrott R. Hardee, of Stem, North Carolina. Dr. Hardee served as a dedicated country physician in Virginia and the Stem area for more than 50 years. The scholarship is awarded annually to a premedical student by the Student Financial Aid Committee. Character, citizenship, scholarship, and financial need are determining factors.

The Alan A. Harper Scholarship Endowment. Miriam G. Harper established this fund in memory of her husband. One or two students will be selected to receive Harper Scholarships each year, based upon demonstrated financial need and potential for academic success.

The Harrison Scholarship Endowment. Evelyn Harrison of Durham, '28, established a scholarship in memory of her parents, Mr. and Mrs. Lovette Biggs Harrison. The income from this fund will be used to help a deserving student selected by the Scholarship Committee of Louisburg College. Preference will be given to a student from Martin County.

The Mollie Hofler Harrison Scholarship Endowment. This endowment fund was established in 1982 by Mollie Hofler Harrison, alumna and friend of Louisburg College. Income from the fund is used to provide scholarship assistance to students demonstrating a need for financial aid.

The Lucy Fuller Hartsfield Memorial Scholarship Endowment. In gratitude for her devoted service to her church and college, friends established the Lucy Fuller Hartsfield Memorial Scholarship. This scholarship is combined with other funds for the awarding of general scholarship assistance.

The Carol Bessent Hayman Scholarship Endowment. Dr. Louis D. Hayman, Jr., established this scholarship fund in honor of his wife, Carol Bessent Hayman.

Herbert James Herring Scholarship. The Board of Trustees designated a scholarship in memory of Dr. Herbert James Herring, who for a number of years served as a trustee of the College and, following his retirement as Vice President of Duke University in 1964, served as a consultant to Louisburg College. This scholarship, administered as one of the Trustee Awards, is valued at \$1,000.

The Carol Lynn Hicks Memorial Scholarship Endowment. Carl T. Hicks of Walstonburg established a trust at Louisburg College in memory of his daughter, Carol Lynn Hicks. The income from this endowment aids young men and women who have been determined worthy and who are in need of financial assistance. Although the payments made to students under the terms of this trust are in the nature of scholarships, recipients are urged to put back into the fund an amount equal to the amount received from this fund, without interest, at any time following their formal education, in order to increase the principal of the fund and to aid a larger number of students.

The John H. Hodges Endowed Scholarship Fund. Established in 1991 in honor of alumnus and trustee John H. Hodges by the staff of Hodges Insurance Agency, Inc. to assist students who demonstrate financial need and show seriousness of purpose in their educational goals. Preference is given to residents of Franklin County.

The Eugenia Perry Holmes Scholarship Endowment. This endowed scholarship fund has been established by Carolyn Holmes Hudson in memory of her mother, Eugenia Perry Holmes. Income from this fund will be awarded to a descendant of Mrs. Holmes or a needy student from Franklin County. This scholarship is combined with other funds for the awarding of general scholarship assistance.

The Gurney P. Hood Memorial Scholarship Endowment. Mrs. Gurney P. Hood of Raleigh established this scholarship fund in memory of Gurney P. Hood to be used to aid worthy and needy students, male or female, who but for some aid would not be financially able to get a college education.

The R. Edward and Louise K. Hunter Scholarship Endowment. A scholarship fund in honor of R. Edward and Louise King Hunter of Warrenton was established in 1981. The annual income from this fund is used for students demonstrating a need for financial assistance.

The Robert L. Jerome Memorial Scholarship Endowment. Through the estate of his sister, Gladys Jerome Herring, a scholarship fund was established in memory of the late Rev. Robert L. Jerome.

The Johnson Family Scholarship Endowment. This fund was established in 1982 by Adelaide, Elizabeth and Sadie Johnson, all alumnae of Louisburg College, in memory of their parents, A. F. Johnson, Sr., and Sadie Thomas Johnson. Recipients must demonstrate financial need and academic potential. Preference will be given to direct descendants of A. F. Johnson, Sr., who edited *The Franklin Times* from 1911 to 1952 and was a loyal supporter of Louisburg College.

The Lucy Adelaide Johnson Scholarship. In appreciation of 20 years of devoted service to Louisburg College as Chairman of the Business Department, an effective teacher, and as secretary to the faculty, the College has established a scholarship to be known as the Lucy Adelaide Johnson Scholarship. Miss Johnson, also an alumna of the College, retired at the end of the 1972-73 academic year. The scholarship, in the amount of \$800 annually, is awarded to a North Carolina student based upon scholarship and financial need. Scholarship candidates must be recommended by the Business Department.

The Ben E. Jordan, Jr. Scholarship Endowment. Alice McLean, aunt of Ben E. Jordan, Jr. established this scholarship honoring her nephew, Chairman of the Louisburg College Board of Trustees and a dedicated civic leader. Proceeds are awarded annually to deserving students.

The Robert A. Leggett Scholarship Endowment Fund. This scholarship endowment was established in 1982 by Robert A. Leggett, President of Leggett Stores. Awards are made to students who demonstrate academic potential and financial need. Preference will be given to residents of North Carolina, but other students are invited to apply.

The Sarah Eleanor Limer Memorial Scholarship Endowment. The Warren County Memorial Scholarship was established anonymously by Miss Sarah Eleanor Limer in 1970, in memory of those from Warren County who lost their lives in military service. In 1989, after Miss Limer's death, the fund was renamed in her memory. The income from the fund is to be used annually to help a qualified, deserving, and needy student from Warren County. In the event there is not a qualified applicant from Warren County, the scholarship may be used to help any student who meets the other qualifications.

John C. Harper Louisburg Lions Club Memorial Scholarship. Wishing to honor the memory of John C. Harper, member and past president of the Louisburg Lions Club, the club has established a scholarship fund. A scholarship is awarded annually to qualified students who show seriousness of purpose in their educational goals. Recipients will be residents of Franklin County. The Louisburg Lions Club may nominate potential candidates. Selection for the recipient will be administered through the Financial Aid Office.

The Grover Cleveland Lytle Scholarship Endowment. Grover C. Lytle donated monies to the endowment scholarship fund. This scholarship is combined with other funds for the awarding of general scholarship assistance.

The Charles K. and Verna B. McAdams Scholarship. This scholarship, administered by the United Methodist Foundation, provides funding for a needy student.

The Barbara Major Scholarship Endowment. This scholarship, established in memory of Barbara Major, '63, of Richmond, is awarded to a qualified, deserving, and needy student from the Richmond area, with preference given to business students.

The Manly Glenwood Mann, Sr. Scholarship Endowment. This fund was established by the bequest of Norma S. Mann, wife of Manly Glenwood Mann, Sr.

The Blanche Hooper and Earl R. Meekins Scholarship Endowment. Wishing to honor Blanche Hooper Meekins, '21, and in memory of Earl R. Meekins, a United Methodist minister, Mary Meekins Beauchamp established an endowed scholarship

fund at Louisburg College. Income from this fund is used for scholarships for students who demonstrate financial need and show seriousness of purpose. Renewal for the second year shall be automatic, provided the recipient has maintained satisfactory academic progress and continues to demonstrate financial need.

The Wayman Chalmers Melvin Memorial Scholarship Endowment. In gratitude for 37 years of devoted service to the Linden community, friends established the Wayman Chalmers Melvin Memorial Scholarship.

The Mercer Scholarship Endowment. This endowment was established in honor of the Reverend Dr. Charles H. Mercer and his wife, Florrie Smythe Mercer, to honor their ministry in the North Carolina Conference of the United Methodist Church. The scholarship provides financial assistance to qualified students enrolled in the Associate in Arts or Associate in Science program and who plan to continue their education at a four-year college or university. Recipients must demonstrate academic promise, leadership, integrity, strength of character, and seriousness of purpose in their educational goals.

The Merritt Honor Scholarship Endowment. This fund was established in 1981 by Ruth Merritt, Professor Emeritus of English at Louisburg College. It is awarded annually to a student of Christian character and participation, limited financial means, and high academic attainment.

The Ruth Merritt Scholarship Endowment. This fund was established in 1981 by Ethel Merritt Hedrick in honor of her sister, Ruth Merritt, Professor Emeritus of English at Louisburg College. It is awarded annually to a student of Christian character and participation, limited financial means, and high academic attainment.

National United Methodist Scholarships. The Board of Education of the United Methodist Church makes available two annual scholarships of \$750 to Louisburg College students. Selection of recipients is made by the Director of Financial Aid at the College.

The North Carolina Conference United Methodist Scholarships. One-fourth of tuition charges will be awarded to students preparing for full-time Christian service, and up to one-half of tuition charges will be awarded to sons and daughters of United Methodist ministers of the North Carolina Conference of The United Methodist Church. Awards are made from those general scholarships and endowments for which each specific student is eligible.

The Herbert and Elsie Miller Scholarship Endowment Fund. Because of their love for young people, and with a sincere desire to serve some worthy cause and to have their service continued beyond their span of years, the Rev. and Mrs. J. Herbert Miller, in January 1970, established a scholarship fund at Louisburg College to be known as the Herbert and Elsie Miller Scholarship Fund. The income from this fund, plus any additional sum that may be added to it, is to be used to provide scholarship aid to any worthy student from North Carolina, with preference given to students from New Hanover and Perquimans Counties.

The Isaac Deane Moon Music Scholarship Endowment. Named in honor of Professor I. D. Moon, who taught at Louisburg College for 30 years, these scholarships are offered to talented men and women who are interested in singing or accompanying. It is not necessary that the student be a music major to receive a scholarship. Singers in the Louisburg Ensemble receive preference.

The Thomas G. Moore Memorial Scholarship Endowment. The late Alice Newberry Moore of Washington established the Thomas G. Moore Memorial Scholarship in memory of her husband.

The Harold A. Morris Scholarship Endowment. Harold A. Morris, wishing to show his appreciation for help received from the College when he needed it, established this fund in 1985. A scholarship will be awarded annually to qualified students who demonstrate financial need and show potential for academic success.

Jack Russell Morris Endowed Scholarship. Established in 1993 in honor of Jack Russell Morris. Funds will be awarded to a qualified student(s) who demonstrate(s) financial need and show(s) seriousness of purpose to higher education goals. Preference is given to North Carolina students.

The Kimiko Motegi Scholarship Endowment. This fund was established in 1982 in honor of Kimiko Motegi by her friends and classmates from the Classes of 1928 and 1929. Income from the fund will be awarded annually to especially talented foreign students who give evidence of becoming contributing members of the campus environment.

Music Awards. Students demonstrating special talents in music are considered for scholarships under the Faculty Awards program.

The John Jesse Myrick and Emma Brown Harris Myrick Scholarship Endowment. Emma Myrick Rose of Henderson established an endowment scholarship fund in memory of her parents, John Jesse Myrick and Emma Brown Harris Myrick. The scholarships aid deserving young people from Vance and Warren Counties. Any of the income from this fund not used by students from these two counties may be used to aid other worthy students.

The Abraham Josiah and Alice Bowen Newberry Memorial Scholarship Endowment. In memory of her parents, Abraham Geisha Newberry and Alice Bowen Newberry, Alice Newberry Moore of Washington established a scholarship used to aid worthy students.

News and Observer Scholarship Fund. This scholarship was established by the Josephus Daniels Charitable Foundation. Recipients are academically above-average, well-rounded students who demonstrate financial need and reside in the general circulation area of the News and Observer.

The Joseph P. Newsom Memorial Scholarship Endowment. This fund was established in 1987 to honor the memory of Joseph P. Newsom of Littleton, who was an alumnus, member of the Board of Visitors, and longtime friend of Louisburg College. Income from the fund is awarded annually as scholarship assistance.

The J. Allen Norris, Sr. and Mary Johnson Norris Scholarship Endowment. This scholarship was established in memory of J. Allen Norris, Sr. and Mary Johnson Norris, father and mother of former Louisburg College President J. Allen Norris, Jr., by relatives and friends. Mr. and Mrs. Norris, recognized and respected laypersons in the United Methodist Church, had a deep love and devotion for Louisburg College.

Florence Amelia Burnette Pace Memorial Fund. The income from this trust is awarded annually to needy young men who are studying for the ministry.

The Walter Patten Memorial Fund. This fund was established at the suggestion of the Board of Trustees in memory of Dr. Walter Patten, president of Louisburg College from 1939 to 1947.

Donald and Julia Carroll Paul Endowed Scholarship Fund. Established in 1991 by Julia Carroll Paul, and alumna of the class of 1948, and her husband, Donald to assist students who demonstrate financial need and show seriousness of purpose in their educational goals.

The Gary Ward Paul Memorial Scholarship Endowment. Established in 1974 by Duffy L. Paul, '50, and Kathryn Ward Paul, '51, in memory of their son, Gary Ward Paul of Raleigh, the scholarship is awarded annually to a student in need of financial assistance. Preference is given to students from Millbrook High School in Wake County.

The Susan Blanche Penny Ministerial Scholarship. This fund provides assistance to students planning careers in the ministry.

The Thomas Arrington Person Scholarship Endowment. Annie Mason Person established, in memory of her late husband, Thomas Arrington Person, a scholarship fund for deserving students, preferably students preparing for the United Methodist ministry or for other religious work.

Pierce-Russos-Tucker Memorial Scholarship. The Pierce-Russos-Tucker Memorial Scholarship was established in memory of Ila Mae Hedspeth Pierce, Diamond Costa Russos, and Peggy Jean Whittemore Tucker by S. Lee Summersett. The scholarship is to be awarded annually to a Christian student on the basis of academic potential and financial need.

Pittman-Frizzelle Scholarship. Mr. and Mrs. J. B. Frizzelle of Maury established a scholarship fund to aid young women from Greene County. These scholarships are available to students enrolling in one of the colleges of the North Carolina Conference of the United Methodist Church, including Louisburg College.

The Reginald W. Ponder Scholarship Endowment Fund. The St. Luke United Methodist Church of Sanford established a scholarship in honor of the Rev. Dr. Reginald W. Ponder, who served the church as its pastor for many years. Dr. Ponder is a member of the Louisburg College Board of Trustees.

Presidential Scholarship Endowment. This fund was established in 1992 by Lela H. Coltrane.

The Raleigh District Scholarship Endowment. This fund was created in 1985 by the Raleigh District of the North Carolina Conference of the United Methodist Church, under the leadership of District Superintendent and Louisburg College Trustee the Rev. J. Thomas Smith. Proceeds from the fund are used to assist as many students as possible in meeting the cost of education at Louisburg College.

The Raleigh District United Methodist Men College Scholarship Program. The Raleigh District United Methodist Men established scholarships in the amount of \$500, which are available to students at one of the colleges of the North Carolina Conference of the United Methodist Church, including Louisburg College.

James Manley Rhodes Scholarship Fund In 1959, by the will of Gurney P. Hood, a fund was established in memory of the Rev. James Manley Rhodes and Lula Hester Rhodes.

Cecil W. and Eloise Sorrell Robbins Methodist Student Grant Program. This program was established in honor of Dr. Cecil W. and Eloise Sorrell Robbins, President and first lady of the Louisburg College from 1955-1975, for contributions to Methodism and Louisburg College. The program permits pastors of the United Methodist churches in the North Carolina Conference and the Western North Carolina Conference to nominate one student each year from their congregation to receive a grant in the amount of \$1,000 to attend Louisburg College. Grant requirements include church membership, a minimum GPA of 2.0, and a combined SAT score of at least 850 with no score lower than 400. The grant will be added to any institutional aid received up to a limit which will not exceed the cost of tuition.

The Eloise Sorrell Robbins Music Endowment Fund. Eloise Sorrell Robbins established an endowment to be known as the Eloise Sorrell Robbins Music Fund. The income from this fund may be used as scholarships for talented and worthy students to pay the tuition cost of piano or organ or voice. The income may be used also in any phase of the music program at Louisburg College as the administration and music faculty may determine.

The Noah W. Sadler, III Scholarship Endowment. This fund was established in 1982 as the 25th anniversary project of the class of 1957. It is a memorial to Noah Sadler, who served as president of that class. The income from the fund is awarded to North Carolina students demonstrating academic potential and financial need.

The Bessie A. Sanders Memorial Scholarship Endowment. The late Bessie A. Sanders of Raleigh established a fund, the income from which provides scholarship aid to worthy students. The fund was increased in 1987 through the bequest of Norma S. Mann, sister of Bessie A. Sanders.

The Sanford District Scholarship Endowment. This fund was created in 1982 by the Sanford District of the North Carolina Conference of the United Methodist Church, under the leadership of District Superintendent and Louisburg College Trustee the Rev. J. Thomas Smith. Proceeds from the fund are used to assist as many students as possible in meeting the cost of education at Louisburg College.

The James H. Semans Scholarship Endowment. This endowed scholarship was established by Mary Duke Biddle T. Semans to honor her husband, Dr. James H. Semans, Professor of Urology, Duke University Medical Center, and a Trustee of Louisburg College.

The John Henry Shore Memorial Scholarship Endowment. This scholarship was given by Mary W. Shore and Lucile Shore Coburn to honor their father, the Rev. John Henry Shore, who for 59 years was a minister in the North Carolina United Methodist Conference. The income from this trust is used to aid and assist worthy and needy young men who are preparing themselves for the ministry in the North Carolina Conference.

The Carrie Winstead Shore Memorial Scholarship Endowment. A memorial scholarship fund was established in honor of Carrie Winstead Shore by the Person Charge of the Durham District of the North Carolina Conference. Carrie Shore was the wife of the Rev. J. H. Shore, who for many years was a member of the North Carolina Conference.

The Mary Clyde Singleton Scholarship Endowment Fund. The Mary Clyde Singleton Scholarship Fund was established by Mrs. J. Floyd Johnson of Whiteville

in honor of her sister, who attended Louisburg College. The income from this fund is to be granted to some worthy student interested in Christian education.

The Augusta Robinson and Fred A. Smith Memorial Scholarship Endowment. The late Rev. Jackson Lafayette Smith, who for 38 years served pastorates in the North Carolina Conference, established a scholarship as a memorial to his wife, Augusta Robinson Smith, and his son, Fred A. Smith. The income from this fund is to aid young people preparing for full-time Christian service.

The Albert E. Smoak Scholarship Endowment Fund. The family of Albert E. Smoak, '32, of Aberdeen established a scholarship fund to perpetuate his memory on campus. Albert E. Smoak was killed in action on Iwo Jima in World War II. This scholarship is combined with other funds for the awarding of general scholarship assistance.

The Rebecca Willis and William R. Spade Scholarship Endowment. This scholarship was established in 1972 by the late Mr. and Mrs. Hubert M. Willis of Fayetteville in honor of their daughter and son-in-law, both of whom attended Louisburg College. The income from this fund is used to provide a scholarship to any deserving student from North Carolina.

The T. M. Stanback Scholarship Endowment. A scholarship endowment was named in honor of Mr. T. M. Stanback of Salisbury.

The Daisy Brantley Starnes Scholarship Endowment. Established by the Rev. S. J. Starnes, a respected North Carolina Methodist minister, this endowment is a memorial to his beloved wife, Daisy Brantley Starnes, and their daughters, Mary Elizabeth and Rachel Mae. The annual income from this fund is used to help students who are preparing for full-time Christian service vocations.

The M. O. Stephenson Scholarship Endowment. Upon his retirement as Associate Minister at Edenton Street United Methodist Church, the Rev. M. O. Stephenson was honored by church members who established a scholarship in his name. The annual income from this fund is awarded to students, with preference given to members of the Edenton Street United Methodist Church.

The Sally K. and Amy J. Stevens Memorial Service Scholarship Endowment. The Sally K. and Amy J. Stevens Memorial Service Scholarship was established in 1937. The annual interest from this scholarship is awarded to students preferably from Wayne County.

Lucille Tucker Storey Scholarship Endowment. This scholarship was established by James McDonald Storey and Ann-Tucker Storey in memory of their mother, Lucille Tucker Storey. It was funded by memorial contributions made by her children and many friends.

The Student Government Association Scholarship Endowment. This fund was established in 1983 by a gift from the Student Government Association at Louisburg College. Income from the fund will be used annually to assist an incoming freshman from outside North Carolina who demonstrates a need for financial aid.

The David Andrew Summersett Family Scholarship. An annual scholarship established in memory of David Andrew and Bertha Mae Watts Summersett, and in memory of his son Homer Lee Summersett and in honor of his daughter-in-law Dorthy Mae Hardwick Hardee Summersett, by his grandson, Sharon Lee Summersett. The

scholarship is to be awarded annually to a Christian student on the basis of academic potential and financial need.

The Roger G. Taylor Endowed Scholarship Fund. The Roger G. Taylor Scholarship is awarded annually at Awards Day. Recipients are selected by the men's basketball coach and the Director of Financial Aid on the basis of academic record, character, extracurricular activities, motivation, and financial need. Priority is given to rising sophomore members of the men's basketball team or other athletic teams.

The Rosa B. Taylor Scholarship Endowment. This fund, established by the bequest of Rosa B. Taylor, provides scholarships for students interested in the United Methodist ministry or other religious work.

The James Terry Memorial Scholarship Endowment. The James Terry Memorial Fund was given by the Rougemont Charge of the Durham District of the North Carolina Conference in memory of James Terry, who lost his life in World War II.

The Elizabeth Christine Stallings and Norwood Branch Thomas Memorial Scholarship Endowment. Rosa Long Thomas of Henderson, an alumna, and long-time friend of the College, in 1985 established an endowed scholarship in memory of her parents. The scholarship will be awarded annually to a worthy student, preferably from Vance or Franklin County.

The Blair Tucker Memorial Scholarship Endowment. In memory of her late husband, a prominent agribusiness leader in Franklin County for many years, Mrs. Blair Tucker established a scholarship fund in 1981. The income from this fund is used to assist a student who demonstrates good scholastic achievement, character, seriousness of purpose, and financial need.

The Harry R. Tucker/R.A. Scholarship Endowment. This fund was established in 1984 by a group of students from the late 1940s who wished to perpetuate the positive memories that had drawn them together during their years at Louisburg College. The scholarship will be awarded annually to qualified students.

The Tyson-Chesson Scholarship Endowment Fund. Initially the Richard Cameron Tyson Memorial Scholarship Fund was given by Calvary United Methodist Church of Durham in memory of Mr. Tyson, the only member of the church to lose his life in World War II. In 1974 the United Methodist Women of Calvary United Methodist Church added to the fund in honor of Josie Foy Chesson, former teacher at Louisburg College and active worker in the church. The income from this fund is used to assist students, preferably from Calvary United Methodist Church.

The T. B. Upchurch, Sr. and Mollie Johnston Upchurch Memorial Scholarship Endowment. T. B. Upchurch, Jr., of Raeford established a fund that provides a scholarship for a student planning to major in English.

UPS Scholarship. The Foundation for Independent Higher Education annually provides a gift to each state association to be divided among institutions in each state for the awarding of scholarship assistance at each institution.

The Mattie Brewer Walston Scholarship Endowment. Mr. and Mrs. Oliver E. Brewer established in 1986 a scholarship endowment in honor of their aunt, Mattie Brewer Walston, a graduate of Louisburg College. Preference is to be given to students from Townsville; members of the Tabernacle United Methodist Church of Townsville; or to students from Vance County. In the event that there is no qualified student under these preferences, the award will be made on the basis of financial need and seriousness of purpose.

The Robert E. and Mary S. Ward Scholarship. This fund was established by Kathryn Ward Paul, '51, and Mary Strowd Ward Rigsbee, '45, in memory of their parents, Robert Edward and Mary Strowd Ward of Pittsboro. This scholarship is awarded annually to a student in good academic standing who needs financial assistance. Preference is given to students from Chatham County.

The Warren Scholarship Endowment. The Jesse Warren and Helen Warren Scholarship was given by the Aurora Charge of the New Bern District of the North Carolina Conference.

The Lillian Beasley Watson Scholarship Endowment. T. Max Watson established an endowed scholarship in memory of his wife, Lillian Beasley Watson, Louisburg College Class of 1918.

The Lina and Robert Welch Scholarships. The late James O. Welch of Delray Beach, Florida, established two \$1,000 scholarships to be awarded in memory of his mother and father, Lina James Welch and Robert Welch of Louisburg. The Lina Welch Scholarship is awarded to a young woman with high academic achievement, especially in English. The Robert Welch Scholarship is awarded to a young man of high academic achievement, especially in mathematics. Other qualifications are seriousness of purpose, good personality, general and wide interest, and financial need.

The E. L. White Scholarship Endowment Fund. E. L. White, a member of Grace United Methodist Church in Wilmington, gave to the scholarship endowment of Louisburg College. This scholarship is combined with other funds for the awarding of general scholarship assistance.

The Richard C. Whitfield Memorial Scholarship Endowment. A scholarship fund was established in 1982 by Franklinton Mayor Pro Tem Bertha F. Whitfield in memory of her husband, Dr. Richard C. Whitfield. Income from this fund is awarded annually to qualified students who demonstrate financial need and potential for academic success. Preference is given to students who are graduates of Franklinton High School and secondly to graduates of other high schools in Franklin County.

The George Wilcox Scholarship Endowment. Anne Wilcox established in 1984 a scholarship in honor of her sister, George Wilcox. Preference is given to students from Craven and Caldwell Counties. A scholarship is awarded annually to qualified students who demonstrate financial need and seriousness of purpose.

The Lucy Wilson Scholarship Fund. Established in 1990 by Mr. and Mrs. Sam Wilson in honor of his sister Lucy, an alumna of the class of 1930. The scholarship is intended to provide assistance to a qualified student who intends to earn a four-year college degree and who is an average or above average student with proven good citizenship, shows leadership, and has serious purpose in future goals.

The Floyd J. Wingfield Endowed Scholarship Fund. The Floyd J. Wingfield Scholarship is awarded annually at Awards Day. Recipients are selected by the men's basketball coach and the Director of Financial Aid on the basis of academic record, character, extracurricular activities, motivation, and financial need. Priority is given to rising sophomore members of the men's basketball team or other athletic teams.

Jones Harrison Winston, Sr. Endowed Scholarship. This fund was established in 1994 by Violet I. Winston. A scholarship will be awarded annually to a financially deserving student from Franklin County, North Carolina.

The William Ryal Woodall Scholarship Endowment. In 1986 Sally Tuttle Woodall established a scholarship to honor the memory of her husband, William Ryal

Woodall. Awards are made to students with demonstrated financial need and potential for academic success.

The John B. York Athletic Scholarship Endowment. Friends have established an endowment scholarship to honor the memory of John B. York, former faculty member, coach, Academic Dean, and Vice-President of Louisburg College.

Loan Programs

Federal Stafford Loan (interest-subsidized) - Louisburg College students who demonstrate need for funds may borrow up to the amount of their need through a government subsidized Federal Stafford Loan, not to exceed annual loan limits. Maximum annual loan for first year students is \$2,625. For students at grade level two status, maximum annual loan is \$3,500. Origination/insurance fees of up to 4% are deducted from loan proceeds. Interest charges and repayment begin 6 months after a borrower ceases to be enrolled at least halftime in any post-secondary institution, with a variable interest rate (not to exceed 8.25%) adjusted annually each July 1 based on the 91-day Treasury bill rates plus 3.10 and determined in accordance with Federal statute.

Federal Stafford Loan (unsubsidized) - For students who show little or no need for a Federal Subsidized Stafford Loan, an unsubsidized loan is available. Maximum annual borrowing levels, including any subsidized Federal Stafford Loan, may not exceed \$2,625 for first-year students/\$3,500 for students who have achieved grade level two status. Independent students may borrow additional amounts above these maximums, depending on grade level, program length, and cost of education. Interest begins accruing on the date of disbursement with the rate adjusted annually each July 1 based on the 91-day Treasury bill rates plus 3.10 determined in accordance with Federal statute (interest rate not to exceed 8.25%). Borrowers have the option to capitalize interest during enrollment or to make interest payments while attending college. Payments on principle plus interest begin 6 months after the student ceases to be enrolled at least halftime in any post-secondary institution.

Federal Perkins Loan - Funding for this low interest loan (5 percent) comes from the federal government and Louisburg College. Priority goes to students with exceptional need, as defined by the Louisburg College Financial Aid Office. Students may borrow up to \$3,000 each academic year. Interest and repayment begins nine months after the borrower has ceased to be enrolled at least halftime in any post-secondary institution. Federal Perkins Loan monies at Louisburg College include funds from the following sources:

Julia H. Lane Loan Fund. The family of the late Julia H. Lane, member of the Asbury United Methodist Church in the New Bern District of the North Carolina Conference, established this loan fund.

American Legion Auxiliary Loan Fund. In memory of Major Samuel P. Bodie of Louisburg, the American Legion Auxiliary of the James Post No. 105 established this loan fund.

The Men's Bible Class of the Divine Street United Methodist Church in 1939 established a loan fund for worthy students from Harnett County.

Stanback Loan Fund. Dr. T. M. Stanback of Salisbury established a loan fund.

The Margaret Long Loy Loan Fund. In memory of Margaret Long Loy, her husband and sons, the Rev. William Lawrence Loy and Vance and Lynn Loy, established a loan fund.

The Sarah Lancaster Jenkins Memorial Loan Fund. Dr. and Mrs. Edgar B. Jenkins of Greenville, North Carolina, have established a loan fund in memory of Dr. Jenkins' mother, Sarah Lancaster Jenkins, who graduated from Louisburg College in 1893.

Federal PLUS Loan - This loan is for parents of Louisburg students. The loan is available in yearly amounts up to the cost of education less financial aid, based on a credit review by the lender. Origination/insurance fees (not to exceed 4%) are deducted from proceeds. Interest is variable and begins accruing from the date of disbursement (rate not to exceed 9%). The rate is adjusted each July 1 and is based on the 52-week Treasury bill plus 3.10 as prescribed by Federal statute. Repayment begins within 60 days after disbursement of funds.

United Methodist Loan - The United Methodist Student Loan Fund offers 6% interest loans of up to \$1,000 per year to members of the United Methodist Church who are in degree programs at Louisburg College. Recipients must show financial need by completing a required financial statement. Interest accrues from the date the loan check is issued, but repayment does not begin until 6 months after the borrower leaves school.

Other Loans - In addition to the loans detailed above, there are other loans available to students and their families. Need is not a factor in determining eligibility for the additional loans. Contact the Financial Aid Office for information on other loans.

Work Programs

Federal Work Study Program - The Federal Work Study Program, combining federal and Louisburg College funds, provides on and off-campus jobs to students who need financial assistance. Recipients of Federal Work Study awards generally work 8-10 hours per week, and may receive awards totalling up to \$1,200 during the academic year. Job assignments are made by the Financial Aid Office, with consideration given to a student's job preferences, class schedule, work experience, health, and academic progress. The lowest rate of pay for jobs in this program is the federal minimum wage.

Regular Campus Employment. - Students who are ineligible for Federal Work Study awards but who possess special work skills needed by the College will be considered for Regular Campus Employment awards. Recipients of Regular Campus Employment awards generally work 7 hours per week, earning up to \$1,000 during the academic year. Funding for this program comes from the College, with a portion being provided through the Davis-Allen Service Scholarships, established by the College in recognition of the generosity and devotion of Mr. and Mrs. Ivey Allen.

Off-Campus Job Opportunities. Louisburg College is concerned about expanding job opportunities for those interested in obtaining employment while in college. The College has an active Job Location and Development Program. Area employers submit requests for part-time employment for students during the academic year and vacations. A listing of available jobs is posted in the Financial Aid Office, and the Job Location and Development coordinator assists students who are seeking off-campus jobs by providing potential sources of employment as well as helping with interview techniques and job counseling.

Veterans

Louisburg College is approved for providing training under Provisions of Chapter 34, Title 38, U. S. Code, G. I. Bill effective June 1966; Chapter 36, Title 38, U. S. Code, the children of deceased or disabled veterans; Public Law 894, for disabled veterans; Public Law 94-502; and Public Law 93-508.

Many veterans are eligible for financial support to attend college. Before communication with Louisburg College about benefits under this program, the prospective recipient should complete all requirements at the regional Veterans Administration office.

Generally children of deceased veterans or living veterans who have disabilities that are considered to be total and permanent, when death or disability was a result of service in the Armed Forces, are eligible for financial benefits to attend college.

For further information, write the Veterans Administration Regional Office, 251 North Main Street, Winston-Salem, N. C. 27102. Information may also be obtained from the North Carolina Department of Veterans Affairs, P. O. Drawer 27611, Raleigh, N. C.

Students receiving benefits from the Veterans Administration are allowed two semesters to remove probationary status after which benefits are terminated. Veterans who are terminated for unsatisfactory progress must go through College Readmission Counseling before they can be recertified for education benefits.

Academic and conduct information and regulations apply equally to all students, veteran and non-veteran alike. This information may be found in this catalog.

Records of progress are kept by this institution on all students, veteran and non-veteran alike. Progress records are furnished to students, veterans and non-veterans alike, at the end of each scheduled school term.

Veterans may be eligible to receive academic credit for military service or training. Louisburg College uses the American Council on Education's guidelines to determine credit to be awarded for military schooling. For more information contact the Registrar.

Refund Policy

Students terminating their enrollment at Louisburg College ("The College"), for any reason, are expected to officially withdraw from "The College". An official withdrawal form may be obtained from the Office of Student Affairs. If a student fails to complete an official withdrawal form, refund computations will be based on the last day the student attended classes.

In the event that an applicant has prepaid a semester's expenses at "The College", and is subsequently found to be academically ineligible to attend, such applicant will be entitled to a refund of the total amount paid.

In regard to the specifics of the Refund Policy, refer to the Student Handbook.

STUDENT LIFE



Introduction

Louisburg College strives for the total growth and development of each individual. Much of that growth occurs outside the classroom, in social, religious, and physical activities. The Student Affairs Office coordinates these activities. The goal is to provide a campus life program that works for the total person and goes well beyond traditional academics. Through a variety of programs, the College offers students the opportunity to become involved as contributing members of the community.

The small, church-related college offers distinct social advantages. A democratic atmosphere among students is a conscious objective of social life at Louisburg, where residence halls are viewed as essential components in the total college learning and social environment. Carefully planned residence hall programming as well as spontaneous social gatherings are both possible and desirable in the living-learning atmosphere of Louisburg College residence halls.

The College maintains a balanced program of social activities, some of which are annual traditions of long standing, such as celebrations of Homecoming, Valentine's Day, Spring Weekend, and Commencement. Students also participate in a variety of campus organizations, publications, religious life activities, cultural events, and athletics. Additionally, the Student Affairs Office provides enrolled students with guidance programs and information concerning student conduct, and campus housing regulations.

Student Organizations

American Chemical Society. (Louisburg College Student Affiliate Chapter) Students have the benefit of belonging to this organization which promotes science and provides educational opportunities to students and the community through speakers, professional meetings, projects, etc.

Appalachian Trail and White Water Club. Open to the entire Louisburg College family, this club sponsors various activities, trips, publications and events that aid the members in the preservation and appreciation of the wilderness environment.

African-American Historical Society. The purpose of this organization is to educate and unite students of African descent and other groups. It provides a forum to help students of all races understand and respect the history of African Americans.

Cheerleaders. The cheerleaders help to generate spirit, enthusiasm, and energy at basketball games.

Chorale and Louisburg College Ensemble. The Chorale meets twice a week and gives a Christmas Concert and a Spring Concert each year. The Chorale studies the classics, folk songs, spirituals, and music from the Broadway stage. Emphasis is placed on tone quality, balance, phrasing, dynamics, and interpretation. A small group of 12 to 15 students is selected from the Chorale to compose the Louisburg Ensemble. This group performs for various occasions on campus, presents concerts throughout the year at various churches in North Carolina, and makes an extended performing tour during Spring Break.

Christian Life Council. A non-sectarian group, the Christian Life Council coordinates all campus religious activities and certain service projects in which students are involved. Open to all students, this group meets weekly for fellowship and study in the dining center at the evening meal time. It sponsors Bible study groups, discus-

sions of timely topics, three special religious services annually, and an off-campus retreat. Among its long-standing service projects are a Christmas party for needy children and visits of the American Red Cross Bloodmobile.

Environmental Concerns Club. Anyone interested in learning more about our world and in making it a better place in which to live would enjoy being part of the Environmental Concerns Club. This group sponsors excellent speakers on environmental issues and undertakes projects such as campus recycling and clean-up in the community.

French and Spanish Clubs. Open to students enrolled in foreign language classes or interested in foreign language, these clubs provide an informal environment for using a foreign language outside the classroom. They also promote interest in and understanding of the countries being studied.

The Louisburg Players. This acting ensemble is devoted to student development in areas of self-discipline and personal creativity, both for individual growth and maturity and for the basic training for a professional theatrical career. The ensemble is centered around acting classes, major productions, and occasional one-act plays (often presented as dinner theaters). The acting classes consist of history and theory of acting, numerous improvisations, and the presentation of one-act plays. Concentration is on movement, voice, and characterization. Major productions are selected to satisfy the artistic needs of the College as well as the community. Some recent productions have been: *Grease*, *Shenandoah*, *The Foreigner*, *Tom Sawyer*, *Treasure Island*, *A Christmas Carol*, and *I Remember Mama*.

Residence Life Council. Each residence hall selects a Residence Life Council as its governing body. The RLC plans and publicizes residence hall activities and fund-raising projects.

Student Government Association. Each Louisburg College student is a member of the SGA and is represented through its officers: President, Vice President, Secretary, and Treasurer. The purpose of the SGA is to maintain harmony within the student body and to serve as the liaison between the student body and the College administration. The legislative arm of SGA is the Student Senate. Additionally, the SGA is the organizing agency for the Entertainment Committee, the Student Center/ Dining Committee, the Elections Committee, and the Disciplinary Committee.

WAVES. WAVES (Workers Actively Volunteering Energetic Services) is composed of current students who are willing to help the College in several activities: hosting events, telefunds, fund drives, banquets, reunions, and publicity. These individuals are serving the College in a positive role as ambassadors. Membership is based on academic standards, leadership potential and dedication to the advancement of the College. Through this association the students will gain an understanding of the need for alumni involvement, and this understanding will serve as a base for their future as Louisburg College alumni.

Young Democrats Club and Young Republicans Clubs. The YDC and YRC foster an understanding of the political philosophies of their respective parties. From time to time they invite political figures of state and national prominence to the campus.

Student Publications

The Oak is the College annual. It is issued by the students, under the supervision of a staff advisor, as the record and souvenir of the freshmen and sophomore classes.

Columns is the campus newspaper, edited by the students under the supervision of a staff advisor.

Wolfpen Branch, formerly *The Collegian*, is the College literary magazine, which is published annually and contains original poetry, prose, photography, and illustrations by faculty, staff and students.

Religion On Campus

Louisburg College, as an educational institution affiliated with the United Methodist Church, seeks to continue the tradition initiated by the denomination's founder, John Wesley, of "uniting knowledge with vital piety." Without attempting to impose narrowly restrictive rules of conduct or sectarian theological norms upon either faculty or students, the College strives to create and maintain on its campus a broadly Christian atmosphere within which optimum intellectual and spiritual growth can take place. For the promotion and cultivation of spiritual growth, the College offers a variety of opportunities for worship and service through the Christian Life Council (see description under "Student Organizations") and under the direction of the Assistant Dean for Religious Life, whose office is located in the Clifton L. Benson Chapel and Religious Life Center. Among these opportunities are the following:

Chapel. Services of worship are conducted three or four times monthly at 11:00 a.m. Tuesday in the Chapel. On these occasions the Assistant Dean for Religious Life, guest ministers of various denominations, faculty members, and students preach or present religious programs. Attendance is voluntary.

Minister-in-Residence Program. The College Participates in the Minister-in-Residence program sponsored by the North Carolina Annual Conference of the United Methodist Church. Several times each year a selected conference minister visits the campus for a week, talking, listening, and exchanging ideas with students, faculty, and staff. The visits enrich the religious life of the campus community and strengthen the College's ties to the Church.

Cultural Activities

A significant aspect of education is the development of students' capacity to appreciate and enjoy the expressions of their cultural tradition in art, literature, music, and ideas. Much of the regular curriculum is devoted to this effort; and the College strives toward this goal in other areas as well.

The Louisburg College Concert Series features distinguished and professional performers in a balanced schedule of both classical and popular performing arts, including music, dance, and drama.

Other cultural programs are: the Cinema Arts Series with emphasis on film art history and cinematography; the Guest Recital Series which provides programs in the performing arts; and the Arts and Crafts Exhibitions by students and professionals for exposure to the fine arts.

A Lecture Series provides outstanding regional, national, and international personalities on topics of world affairs, economics, religion, history, and the sciences.

Student creative arts programming is provided in the dramatic club, the chorale, the yearbook, the newspaper, the literary magazine, and residence hall programs. Students are also encouraged to enter their work in sculpture, paintings, drawings, and ceramics in Art Gallery exhibits.

Athletics

Louisburg College has a long tradition of excellence in athletic competition. Junior College athletes are consistently sought by four-year colleges for their final two years of college, and some have moved into professional sports. Louisburg College offers nine intercollegiate sports and is a member of Region X of the National Junior College Athletic Association. Anyone who is interested in playing intercollegiate athletics should contact the coach of the sport he or she wishes to play.

Hurricane Baseball

Under Russ Frazier, coach and athletic director for 36 seasons, the Louisburg College baseball team is recognized as one of the best baseball programs in the nation. During the past 25 years, the Hurricanes have won 21 conference championships and 10 district championships. Since 1971 they have played 10 times in the NJCAA World Series in Grand Junction, Colorado. Fifteen players are currently in professional baseball, with 3 on Major League rosters. The 'Canes also number among their graduates doctors, dentists, professors, businessmen, coaches, principals and teachers.

"Lady" Hurricane Fastpitch Softball

Under Coach Sheilah Cotten, the "Lady" Hurricane Fastpitch Softball Program has received national attention since 1989.

Louisburg has been ranked in the top ten of the NJCAA Poll 1990-1992 and has won conference, region and district championships. In 1991 they placed 7th in the NJCAA Fastpitch Softball Championship Tournament in Hutchinson, Kansas.

Both fast and slowpitch players have a chance to develop their fastpitch skills at Louisburg playing a fall and spring schedule against two-year and four-year colleges.

Coach Cotten, a member of the East Carolina University Sports Hall Of Fame, is chairperson of the NJCAA Fastpitch Softball Committee and is instrumental in the continued development of JUCO Softball across the country. In June 1993 Coach Cotten traveled to Vancouver, British Columbia with an NJCAA All-Star team which participated in the Canada Cup, a major international Fastpitch Tournament.

"Lady" Hurricane Basketball

The Women's Basketball Program at Louisburg College is among the most respected in the United States. Two NJCAA National Championships, two NJCAA National runner-up finishes, another Final Four appearance, and five other trips to the Nationals have made Louisburg College the winningest team (32 victories) in the history of the NJCAA National Tournament.

The "Lady" Hurricanes under Head Coach Mike Holloman won the NJCAA National Championship in 1992 and followed it with a second place finish in 1993.

In his first seven seasons, Holloman's teams have compiled an amazing 187-34 record including five consecutive Region X Championships. On his way to becoming the all-time winningest women's basketball coach at Louisburg College,

Holloman has won Region X Coach of the Year four times along with NJCAA Coach of the Year Honors in 1992.

Individual honors have been equally as impressive. Ten "Lady" Hurricanes have been accorded NJCAA All-American honors including seven in the last seven years.

Former players have continued their basketball careers at The University of North Carolina at Chapel Hill, NC State University, Western Kentucky University, University of Maryland, Kansas University, East Carolina University, University of North Carolina at Charlotte, and Old Dominion University.

Hurricane Basketball

Under Coach Enid Drake, the men's basketball team has won two conference championships, three Eastern Division championships, and 19 other invitations to play in the NJCAA Region X Tournament in the past 30 years. With a record of 542-366 in 30 seasons, Drake is among the top 13 winningest active coaches in the NJCAA. Drake continues to lead the Hurricanes against strong Region X opponents as well as a tough non Region schedule.

Hurricane players have consistently received top regional and national honors, and most have gone on to play for four-year colleges and universities such as the University of North Carolina at Chapel Hill, N.C. State University, the University of North Carolina at Wilmington, the University of Hawaii, Lenoir-Rhyne College, High Point University, Virginia Tech, Old Dominion University, Radford University, Campbell University, Saint Bonaventure, the University of South Carolina, East Carolina University, Chaminade University, the University of Miami, Idaho State University, Virginia Commonwealth University, Barton, Cornell, Rutgers, and the University of North Carolina at Asheville.

Hurricane Golf

Coached by Jeffrey Pierce, the Hurricanes play matches and tournaments at some of the finest golf courses in Virginia, North Carolina, South Carolina and Tennessee. The Green Hill Country Club, located one mile from campus, is an excellent facility for practice.

Louisburg College hosted the NJCAA Division II and Division III National Golf Championships in 1994 and 1995 and will again host the title matches in 1996 and 1997. The Hurricanes finished seventh in their first National Tournament in 1994 and moved up to a third place finish in the 1995 tournament.

Louisburg College Adding New Sports Programs

In the fall of 1995, Louisburg College will enter a new era in intercollegiate athletics. Women's tennis, after being dropped over a decade ago, will commence under new head coach Kim Turnbull.

Louisburg College will also look to join the trend of the 90's as men's and women's soccer will also be added. Kim Turnbull will take the lead in building a women's soccer team and Craig Turnbull will respond to the challenge of starting the men's soccer program.

Intramural Sports and Recreation

The Intramural Department at Louisburg College is that division of the Student Affairs Office in conjunction with Athletics, Health and Physical Education.

The ISR is designed to meet the needs of every student – both the athletic and the not-so-athletic. It also welcomes faculty and/or staff to take part if they feel the

need. The Intramural Sports and Recreation strives to promote, organize and administer a broad program of competitive and recreational activities. The ISR offers a wonderful opportunity to develop new skills and organize leisure time. The ISR is wholesome in every sense. It's those things in life which you cannot learn in the classroom but is a vital part of living. Numerous activities are offered including: FLAG FOOTBALL, BASKETBALL, SOCCER, SOFTBALL, TABLE TENNIS, TENNIS, POOL, FRISBEE, GOLF AND VOLLEYBALL.

It makes no difference whether one plays, referees, keeps statistics, score, or organizes teams – the key element is involvement.

Hurricane Club

The purpose of the Hurricane Club is to support the Louisburg College athletic program. Through the years the College has sponsored numerous athletic teams that have been nationally ranked. The athletic program is a major source of unity and entertainment for the student body, faculty, alumni and friends. The Hurricane Club is open to anyone interested in supporting a quality junior college program.

Summer Programs

Basketball Schools. Each summer, Louisburg College offers several basketball schools. The sessions help boys and girls from 9 years old through high school age develop individual skills and gain knowledge of the fundamentals and technique of basketball. The sessions also provide an opportunity for fellowship with players and coaches from a wide region of North Carolina and Virginia. Coach Enid Drake directs the annual schools, using outstanding players and coaches from Louisburg and other institutions as assistants.

Baseball Camp. The camp is designed to teach all fundamentals of baseball so the camper will have a better understanding of the game and further develop his skills. This is accomplished through instruction, drills, film, and actual game experience. Baseball Camp is open to boys from age 10 through 17, or older if they have not begun their senior year in high school. The staff is directed by Louisburg Hurricane Coach Russ Frazier. Write Coach Frazier for brochures.

Science Camp. This camp is designed to provide hands on laboratory experiences for children from 2nd through 8th grade in biology, chemistry, and physics. The fundamentals of each subject are covered in a stimulating manner. The staff is directed by Dr. Larry Morgan and Ms. Janet White.

Guidance Programs

Orientation Program. The orientation program is required of all first year students and assists them in adjusting to College life and to increased personal responsibility for academic progress. It is designed to help students become intelligent citizens in the College community. The Freshman Orientation at the beginning of fall semester includes:

1. Informal gatherings, lectures, and various student activities that induct the freshmen into the group and acquaint them with the customs and traditions of the College.
2. Adviser-advisee sessions, sometimes in small groups, often on a one-to-one basis. During this time students have an opportunity to discuss goals, problems

and aspirations. Advisers help guide students toward the curriculum necessary for attaining their goals.

3. Discussions with freshmen led by well-qualified persons and centering on topics such as the objectives of college education, techniques of study, residence hall life, the grading system, and the curricula.

Office of Counseling Services. The Office of Counseling Services provides qualified assistance for students in a variety of ways. For students who may be experiencing difficulties with college adjustment, personal problems, or future educational and career decisions, the counseling staff is readily available and located within the Office of Student Affairs. Students may expect to receive professional, confidential service from the counseling staff.

Available career services include vocational testing at no charge, as well as access to "Discover" – a Computerized Career Planning System. The office also maintains a Career Center adjacent to the Counseling Office, complete with a library of senior college and technical/community college catalogs as well as educational and vocational information dealing with specific occupational areas. The Counseling Office coordinates an adjunct Peer Tutoring program designed to complement regular classroom teaching. Students requesting learning disability testing/evaluation can be directly referred from the Counseling Office to a qualified psychologist.

The Director of Counseling Services has developed a strong referral network, established for longer term personal, psychological, and psychiatric issues. Likewise, the department works closely with students with drug and alcohol issues including referral and support services as needed. The counseling office is also prepared to work closely with outside (hometown) caregivers – therapists, doctors, etc. for students requesting such services.

Student Conduct And Campus Regulations

General Conduct. The College expects of its students loyal and genuine cooperation in maintaining a high standard of conduct. Therefore the College reserves the right to monitor student behavior on and off-campus. Student's rooms may be inspected and searched when violations of law or College regulations are suspected; students are subject to disciplinary procedures for off-campus violations of the law.

Louisburg College expects its students to abide by the laws of the civil government. In addition, as a private, church-related college, Louisburg expects students to live up to the standards of Christian ethics. The College will seek to counsel students who demonstrate problems in this area. The breaching of Christian ethics, college rules or civil law may be regarded by the College administration and/or student judicial body as sufficient cause for disciplinary action. A serious breach of such rules of conduct may result in termination of an individual's status as a student.

Alcoholic beverages must not be brought into the buildings or onto the campus grounds of Louisburg College. A student found in possession of alcoholic beverages on campus may be suspended from Louisburg College.

Motor Vehicles. Any student at Louisburg College may keep an automobile provided he or she conforms to all traffic regulations. All motor vehicles operated on or near campus by students enrolled at the College must be registered by proper College authorities. Specific parking areas are provided for students, faculty, staff, and employees of the College, but the College does not insure or provide insurance for personal property or personal vehicles. Students must obey traffic regulations issued by the College.

Housing. All students are expected to adhere to the following general regulations, and prospective students and new students should note them carefully:

1. The following classifications of students may secure off-campus housing if they desire:
 - a. Students who are 21 years of age or older at the time of enrollment.
 - b. Students who are married.
 - c. Students who have already been in attendance at a college for at least four semesters.
 - d. Foreign students.
 - e. Students who meet the criteria for financial independence as determined by the Financial Aid Office.

All other students must live on campus in College housing or commute from the home of their parents or close relative.

2. All housing arrangements are to be made through the Assistant Dean for Residence Life.
3. A student whose academic load drops below 12 hours is no longer a full-time student and may be required to move out of the residence hall and commute from home.
4. Any student who changes rooms or removes or exchanges furniture without the consent of the Assistant Dean for Residence Life is subject to disciplinary action.
5. A student must get permission from the resident director or the Dean of Students before having guests overnight in residence hall rooms.
6. Guests of the opposite sex are permitted in students' rooms and residence hall hallways only during open house periods. Violators of this policy are subject to suspension.
7. The student who damages furniture or buildings must pay the expense of repairs. Each occupant of a room will be held responsible for its care and preservation.
8. Any student with specific housing needs because of a disability or medical condition must provide documentation, in advance, to the Assistant Dean for Residence Life. Such requests may restrict the student to housing in specific residence hall locations.

Residence Hall Room Furnishings. The College provides the necessary furniture for residence hall rooms. Students should bring with them bed linen (all beds in the residence halls are single), covers, blankets, pillows, towels, a reading lamp and any other article which would add to the comfort and attractiveness of their college home. Electric fans, rugs, curtains, lamps, pictures, and easy chairs are not furnished by the College but may be supplied by the student. *Note: some items may not be brought into the residence halls, including window air-conditioning units, firearms, live pets, fireworks, electric heaters, and cooking appliances.*

ACADEMIC INFORMATION



Instructional Methods

Louisburg College enrolls a wide variety of students with a wide range of learning styles and abilities. The faculty tries to meet each student's needs through a variety of instructional modes as described below.

Traditional Instruction. Most classes in all academic departments use traditional techniques of lectures, textbook assignments, discussions, library assignments, and laboratory exercises.

Individualized Systems Instruction. Some academic departments offer individualized classes where the instructor has developed units of study that the student must master before proceeding to subsequent units. In each unit (sometimes called a "package") the student is told precisely what he or she will be able to do and the criteria required for completion of the unit. By using printed matter, slides, audio-tapes, videotapes, and other media, the student may proceed at his or her own pace. This instructional method requires considerable student self-discipline because the student is largely responsible for pacing his or her own learning.

Independent Study. In most academic disciplines provision is made for individuals of exceptional ability and initiative to study under the guidance of an instructor on a one-to-one basis. The student, with an instructor who is a specialist in the field, develops a concentrated course of study in his or her area of interest. The requirements and course credit will vary with the subject and type of project pursued. A short description of the independent study project is attached to the student's permanent record.

Cooperative Education. This method provides students with unique opportunities to combine classroom instruction with paid work experience in an educationally sound way. The co-op student, while engaged in a well-defined academic program, also pursues a planned and well-structured, off-campus, work-centered learning experience. The work and learning experience is closely monitored and evaluated by the work supervisor and a College faculty or staff member. Co-op students may be placed in businesses, industries, schools, hospitals, or community-service agencies, as well as local, state, or federal government.

A student may receive a maximum of six co-op credit hours for any one semester, with a limit of 12 credit hours accepted toward graduation. Prerequisite for co-op is full-time enrollment of one semester or special permission from the Academic Dean. A student working toward the Associate in Arts or Associate in Science degree may earn up to 12 semester hours of credit for cooperative field work experience in lieu of electives.

Students with Disabilities

Louisburg College does not discriminate against qualified students with disabilities. Though there is no program specifically for such students, the College attempts to make reasonable accommodations requested by students with disabilities. It is the student's responsibility to request such accommodations and to provide current medical or diagnostic documentation with a clear statement of the disability and recommended accommodations from a qualified professional. Students may be required to be reevaluated if the documentation is older than three years or if the requested accommodation is not recommended in the documentation. Students should contact Academic Support Services, 501 N. Main Street, Louisburg College, Louisburg, North Carolina, 27549, (919) 496-2521, ext. 215.

Academic Policies And Procedures

Registration. Each semester the Registrar designates a preregistration period prior to the semester and a registration day just before classes start. Students registering after registration day are charged a \$15.00 late registration fee. Registration is not permitted after the first week of classes.

Students must register for at least 12 semester hours to be considered full-time. (Note: Full-time status is required for dormitory residency and some forms of financial aid). The amount of credit for most courses is based upon the amount of class time required each week, i.e., 150 minutes for three semester hours.

The normal full-time student load is 15 to 16 hours, exclusive of physical education courses. Lighter loads (12 to 14 hours) are sometimes required or recommended, based upon such factors as academic record, nature of the courses, transfer requirements, and graduation requirements.

Change of Courses. A course may be added within the first week of classes or dropped within four weeks after registration if the change is approved by the student's adviser, the Registrar, and the instructor involved. The forms provided must be fully processed to make approved changes official. No credit will be allowed on any course for which the student has not properly registered.

Withdrawal from Courses. The student who withdraws from a course without following the official procedure (see Change of Courses above) will be assigned WP (Withdraw Passing) or WF (Withdraw Failing) grades as appropriate. Failure to attend classes does not constitute official withdrawal from a course. When students withdraw from courses, grades are entered on their permanent records as follows: (1) If course withdrawal occurs within the first four weeks of the semester, a grade of W is assigned. (2) If withdrawal occurs after the fourth week of the semester, but before the last week of classes, WP and WF grades are assigned as warranted. However, if the withdrawal is for a documented medical or other highly exceptional reason, a grade of W may be assigned after the fourth week, with the consent of the chief academic officer. (3) Course withdrawal is not permitted during the last week of classes or during exams. Upon entering the last week of classes, a student is committed for a standard grade (A through F). Exception: A student who does not complete the final requirements of a course due to emergency reasons will be assigned the grade of I (Incomplete).

Withdrawal from College Enrollment. Any student desiring to withdraw from the College must follow official withdrawal procedures. The student must visit the office of the Dean of Students to initiate the process. Withdrawing students are assigned grades according to procedures outlined above (see Withdrawal from Courses).

Suspensions and Expulsions. If a student is suspended or expelled, the student's permanent records will be so noted. If suspension or expulsion occurs within the first four weeks of the semester, no grades are assigned. If suspension or expulsion occurs after the first four weeks of the semester, WP or WF grades are assigned as warranted.

Class Attendance. Absences are a serious deterrent to good scholarship, and it is difficult to receive optimum instruction, obtain knowledge, or gain skill when absent

from class. Regular class attendance is the obligation of every student, and the student is responsible for all the work of all class meetings, including tests, written work, and laboratory work. Responsibility for keeping up with the number of absences taken rests with the student.

A student who fails to attend the first day of a class for which he is registered will be removed from the roll unless prior arrangements for absence are made with the appropriate professor or the registrar.

The basic attendance policy of the College permits students one unexcused absence per semester for each class meeting per week for a course. For example, two absences per semester are permitted for a class that meets two times per week.

The College permits its professors some flexibility in class attendance policies. Professors inform their classes of their specific policies at the first meeting of each class.

Excused absences - a limited number of absences may be excused as follows:

- (1) Illness. Absences for illness may be excused by the College Nurse at the Infirmary only if the student reports to the Infirmary prior to the time of the class. If the student is unable to go to the Infirmary, the Residence Hall Director should be notified, or in the case of off-campus students, the Infirmary should be notified.
- (2) Emergencies. The Dean of Students should be notified in case of an emergency.
- (3) College Representation. The absence must be certified by the responsible faculty member and cleared through the Registrar's Office. Notification of absences excused for College representation, athletics, field trips, etc., will be issued by the Registrar's Office.
- (4) Any other absences for valid reasons are excused only by the instructor. College policy requires that a student attend at least 80 percent of the class meetings to get credit for a course, even if some or all of the absences have been excused according to (1) through (4) above. When absences exceed 20 percent of total class meeting times (nine absences for classes meeting three times per week, six for classes meeting twice per week, and two for labs), the student will automatically be dropped from the course with a grade of WP or WF, and his or her permanent record will reflect "dropped due to class attendance." Cases of extenuating circumstances may be appealed to the Academic Dean.

Examination. Written final examinations are held in all courses.

Records, Grades, and Reports. Records of progress are kept by this institution on all students. Progress reports are sent from the Registrar's Office to students and their parents or guardian at the midterm marking period and at the end of each scheduled school term. Grades are evaluated as follows:

A - Excellent	4 quality points per semester hour
B - Good	3 quality points per semester hour
C - Average	2 quality points per semester hour
D - Below Average	1 quality point per semester hour
W - Withdrawal	Not counted as hours attempted
WP - Withdraw Passing	Not counted as hours attempted
WF - Withdraw Failing	0 quality points, counted in hours attempted
F - Failure	0 quality points, counted in hours attempted

I - Incomplete ¹	Course considered attempted but no quality points earned
AU - Audit	No credit
N - No Grade	No grade at midterm

¹ A grade of I is given when a student has not completed all the requirements of a course but has completed at least 80 percent of them. A student receiving a grade of I may complete the course without having to re-register for the course. An Incomplete (I) grade remains on a student's record until it is removed by a passing grade. If not removed within one semester, the Incomplete (I) becomes the permanent grade and is counted the same as an F in computing averages.

Academic Transcripts. The Registrar's Office sends copies of student transcripts upon receipt of signed student requests. The Transcript fee is \$5.00. Parents are allowed to sign student transcript requests only under unusual circumstances and only with permission from the Academic Dean.

Upon written request from receiving agencies (i.e., foundations, academic institutions, potential employers), official transcripts may be issued to students in sealed, signed envelopes for direct submission by the students. Such requests are photocopied and kept with the student's records. In the absence of a written request from the receiving agency, the Registrar may verify the request by telephone.

Students may be issued transcripts marked "Student Copy" for use during interviews; official transcripts, bearing the College seal, are usually sent directly to receiving agencies.

Classification. To be classified as a sophomore, a student must have completed 28 semester hours of work with a C average or better.

Academic Advising. The faculty and administrative staff act in an advisory capacity to assist the student in solving his or her scholastic difficulties. At the time students enroll they are assigned faculty advisers on the basis of interests, course of study, and special requirements. Students are encouraged to consult faculty advisers when help is needed in the areas of course selection, vocational information concerning the adviser's area of specialty, and academic transfer information.

Tutorial Services. The student who wants constructive criticism on an academic accomplishment or guidance beyond the classroom in understanding an academic problem finds the Louisburg College tutorial services an opportunity for further involvement with his work. For such a student, the tutorial program is an informal extension of the classroom. Voluntary attendance tutoring sessions are available in mathematics and English. In addition, professors in all subjects arrange after-class individual help upon request from students.

Academic Integrity Policy.

All Louisburg College students are expected to uphold standards of honesty and integrity in their academic pursuits and are responsible for producing only their own work in all classes. Academic integrity is undermined by cheating, plagiarism, or lying for academic advantage. Students are responsible for understanding these violations as explained below.

Cheating. Students must complete all tests and examinations without help from any source. They may not look at any other student's paper or any book or notes while taking tests unless specified by the instructor. Possession of notes while taking tests is considered evidence of intention to cheat. Students may not talk to any other stu-

dent while tests are being given without explicit permission from the instructor. These rules apply to all assignments unless specified by the instructor.

Plagiarism. Students must use their own words and must document the source of anything written in any paper or assignment. Direct quotations must be cited as such. Students must paraphrase material in such a way that the style and language are distinctively their own; merely rearranging words or making minimal changes in wording is plagiarism even if documented.

Students must submit work that is their own. They may not submit work that has been produced by anyone else. They may not permit other students to submit their work. They are encouraged to get ideas or suggestions from other sources when this is permitted by the instructors.

Academic Misrepresentation. Students must not lie about absences or assignments to gain academic advantage.

Students are responsible for asking for clarification from their instructors should they have questions about these violations. Violations will result in a conference with the instructor who will review evidence of the offense. The instructor has the authority to determine the severity of the penalty related to the course, such as drop from class enrollment or lowering of grades. Continued violations or severe violations are subject to Louisburg College's disciplinary process and may result in expulsion. Students may appeal any decision to the Chief Academic Officer. All violations will be reported to the Chief Academic officer.

Louisburg College Academic Grievance Procedure

The Academic Grievance procedure is to resolve student grievances pertaining to academic matters resulting from faculty or staff actions. Various circumstances may serve as legitimate grounds for student grievances. The grievances listed below are examples of the types of complaints that might be appropriate for consideration:

1. Errors in the calculating or recording of examination grades or the computation of final grades contrary to the faculty member's stated grading policy.
2. Failure of a faculty member to grade and return tests or assigned work in a timely manner.
3. Discriminatory grading on the basis of conditions other than academic criteria.
4. Demeaning or arbitrary actions by a staff or faculty member that might markedly affect a student's performance.
5. Failure to provide academic advisement according to an advisee's recorded goals and to the College's requirements.
6. Disputes concerning evaluation of transfer credit from another institution.

Procedure for Redress: A student who thinks that he/she has an academic grievance will first seek to resolve the matter through discussions with the involved staff or faculty member. If these discussions are not satisfactory, the complaint may be continued according to the following procedure:

1. A written statement of complaint must be submitted to the involved staff or faculty member not later than 30 days from the end of the semester in which the grievance occurs. The student must consult with the person involved within one week of submission of the written statement.
2. If resolution of the problem is not achieved with the person involved, the student may direct the grievance in writing to the next highest level.

- A. Grievances involving faculty members are directed to the appropriate academic division chair.
- B. Grievances involving staff members or academic division chairs are directed to the chief academic officer.

The division chair or the chief academic officer will consult with the student and the involved staff or faculty member.

3. As a last step, and only after steps 1 and 2 above have been followed, the student may direct the grievance in writing, including a description of the allegations and supporting documentary evidence, to the President of the College. The President will appoint a Grievance Committee consisting of staff, faculty and students.
4. The Grievance Committee will review the written grievance and all supporting documentation and may hear oral presentations and consult with all involved parties.

The committee will render its recommendations for disposition of the case in writing to the President of the College within two weeks of the last consultation/hearing. The President will notify all involved parties of his/her final decision concerning the grievance.

Academic Standards

General Academic Standards

Each student is expected to maintain a cumulative grade point average (total number of quality points earned divided by the total number of semester hours attempted) of at least a 2.00 on a scale of 4.00. Students who do not meet this minimum standard are subject to review by an Academic Standards Committee at the end of each semester. Committee actions may range from academic probation to academic suspension according to the following guidelines:

1. Any student whose grade point average is less than 1.00 for any semester will be placed on academic probation, and those with less than 0.50 for any semester may be suspended by the Committee.
2. Any student whose grade point average is less than 1.50 after one semester, or less than 1.70 after two semesters or less than 1.85 (2.00 for students receiving veterans' benefits) after three semesters or less than 2.00 after four and any subsequent semesters will be placed on academic probation.
3. In order to enroll for the following semester: (a) students on academic probation during their second semester must contract to improve their cumulative grade point average by a minimum of 0.50 or remove probationary status; (b) students on academic probation during their third semester must contract to improve their cumulative grade point average by 0.20 or remove probationary status; (c) students on academic probation during their fourth semester must contract to improve their cumulative grade point average by 0.15.
4. A student not permitted to enroll for academic reasons may appeal through the Office of the Academic Dean. Any student readmitted after academic dismissal must contract to meet a specified semester-by-semester improvement schedule upon which his or her continued enrollment will be dependent, provided that in no case will the improvement be less than that stated above, and provided fur-

ther that a cumulative grade point average of 2.00 is reasonably possible after five semesters and two summer school enrollments.

Student Representation. Athletes representing Louisburg College in National Junior College Athletic Association (NJCAA) certified sports must meet NJCAA eligibility requirements. Students representing the College in other public performances (such as drama or music) must also meet certain eligibility standards. To represent the College during their second semester in College, students must earn at least a 1.75 average on any 12 hours taken during their first semester. To be eligible in subsequent semesters, students must have attained at least a 1.75 grade point average their preceding semester or a cumulative of 1.75 on 36 hours after three semesters. An addition to the above, in order to be eligible to represent the College in their second year, students must have at least a 2.0 average on any 24 semester hours.

Graduation Requirements

The requirements for all Associate in Arts and Associate in Science degrees include a minimum of 64 semester hours with a C (2.00) average. At least 58 of the hours used toward graduation must be in courses carrying two or more semester hours credit.

Courses may be repeated for credit at Louisburg College. Repeated courses are indicated on student transcripts. Grade point averages are calculated for graduation purposes using only the higher grade on a repeated course and no new hours attempted are added. The grade point average computed for any purpose other than graduation includes all work attempted, regardless of repeats.

Students transferring credit to Louisburg College from other institutions must have a least two semesters in residence at Louisburg College, must earn at least 30 semester hours at Louisburg and must earn at least a C (2.00) average on Louisburg College work to qualify for graduation. Quality points at other institutions are not used in computing averages for graduation.

The records of students who have been readmitted after an absence of four or more consecutive semesters will be evaluated as follows: only grades of D or better earned in previous enrollments will be combined with all grades earned after readmission to compute graduation eligibility.

Privacy Of Education Records

Access to student education records is regulated by the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, with which the College intends to comply fully, was designated to protect the privacy of education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the College to comply with the Act.

Local policy explains in detail the procedures to be used by the College for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: Dean of Students, Academic Dean, Registrar, and Admissions.

Louisburg College categorizes the following information as Directory Information: Name, address, telephone number, date and place of birth, parents' names, major field of study, participation in officially recognized activities and

sports, dates of attendance, degrees and awards received, weight and height of members of athletic teams and the most recent previous educational institution attended by the student.

Under the FERPA Act, students have the right to withhold disclosure of any or all of the above items. Requests for nondisclosure (Louisburg College FERPA Form 1) must be filed annually with the Registrar if withholding of Directory Information is desired. Louisburg College assumes that failure on the part of any student to file a request for nondisclosure indicates approval for disclosure.

Questions concerning the Family Education Rights and Privacy Act may be referred to the Academic Dean or Registrar.

Recognition For Exceptional Achievements

Dean's List and Honor List. The College seeks by every legitimate means to stimulate and reward exceptional achievements in all worthy lines of endeavor. Two honor lists are issued by the Academic Dean and the Registrar to recognize exceptional achievement. Full-time students having a grade-point average of 3.50 to 4.00 will be eligible for the Dean's List issued at the end of the semester. In addition, those students with a grade-point average of 3.00 to 3.49 are recognized on an Honor List.

Graduation with Honors. Associate degree students with a grade-point average of 4.00 will be graduated summa cum laude, those with a grade-point average of 3.80 will be graduated magna cum laude, and those with a standing of 3.50 will be graduated cum laude.

Marshals. The eight full-time enrolled freshmen with the highest scholastic average (including the first half of the spring semester) are asked to serve as marshals for the commencement exercises. Students with fewer than 28 semester hours earned are considered freshmen.

Honor Fraternities

Several honor fraternities have chapters at Louisburg College and are open to students who meet their requirements:

Phi Theta Kappa. Phi Theta Kappa is a national junior college scholarship-character fraternity, corresponding to Phi Beta Kappa in four-year institutions. The Gamma Upsilon Chapter of Phi Theta Kappa was chartered and organized at Louisburg College in December, 1938. Membership is presently open to freshmen with a minimum grade-point average of 3.50 and to sophomores with a minimum grade point average of 3.30 (mid-semester grades are included in the computation, but are weighted less than final grades). Good moral character and recognized qualities of citizenship are also emphasized for membership.

Alpha Beta Gamma. Alpha Beta Gamma is a national honorary business fraternity open to students in the Department of Business who attain a grade-point average of B or better on business subjects and at least a B average on all other subjects in which the student is enrolled. These students must have outstanding personalities and rank high in character. Unanimous election is necessary for membership.

Delta Psi Omega. Delta Psi Omega is national honorary dramatic fraternity whose purpose is to recognize and reward all phases of student participation in college dramatic art and stagecraft. To become a member, a student must attain an average of C on academic work and must have done outstanding work in acting, written a play that has been produced, or done efficient stage workmanship of any type.

Commencement Day Awards Presentations

Each year the following major awards are presented during the Commencement Ceremony.

The Alumni Scholarship. This award was established in 1990 by the Board of Directors of the Louisburg College Alumni Association to recognize an outstanding rising second year student. Qualifications are based on academic record, school involvement, personal character, and aspirations. Monies for the scholarship are provided through alumni contributions.

The Brantley Award. This award is presented to the male and female candidates for graduation with the highest two-year scholastic average. It was established by the late Rev. Allen P. Brantley, a member of the North Carolina Conference of the United Methodist Church and a former trustee of the College.

The Isaac D. Moon Award. This award is given to the most outstanding man and woman sophomore in the fields of leadership, scholarship, and citizenship. It was established by the Sophomore Class in 1961 in honor of Professor Moon, member of the faculty from 1936 to 1970.

The Naomi Dickens Shaw Award for Faculty Teaching Excellence. This award is given each year to a member of the faculty who demonstrates teaching excellence. The Reverend and Mrs. Caswell Shaw established the endowment that funds the award in memory of Mr. Shaw's mother, the late Naomi Dickens Shaw, Class of 1928.

Awards Day Presentations

A special Awards Day assembly is held each spring to recognize students who have excelled in various categories.

The Alpha Beta Gamma Award. Alpha Beta Gamma, honorary business fraternity, annually awards a plaque to that business student elected by the business faculty as the most outstanding representative of the Department of Business in scholarship, activities, strength of character, and general conduct.

The Art Award. The Art Award is given annually to the studio art student who has combined both fortitude and intuition in reflecting his or her own unique vision. The recipient will have excelled in both individual and group critique interaction.

Outstanding Student Athlete. An award is presented annually to the male and female student athletes who have made the most outstanding contribution to the athletic program while achieving academic excellence and involvement in other extracurricular activities.

The James H. Brown Award. In honor of Captain James H. Brown, who taught in the Mathematics Department from 1962-1978, an award is presented annually to the student who has the highest average in at least two freshman level mathematics courses.

The Owen Stephen Bunnell Associate in Science Award. This award is presented

annually to a graduating student in the Associate in Science program. The recipient is selected by the science faculty from students excelling in one or more of the following areas of study: biology, chemistry, and physics. This award was established in the spring of 1978.

The Peter A. Carlton Award in Biology. Dr. Patrick W. Carlton, '57, and Richard A. Carlton have established an annual award for the student with the highest academic achievement in biological sciences. This award is given in memory of their father, Peter A. Carlton, an educator and longtime friend of Louisburg College.

Chemistry Award. A chemistry award is given each year to the freshman chemistry student who, in the opinion of the Department of Science, has achieved the highest excellence in the first year of chemistry.

Drama Awards. Drama awards are presented annually to recognize the Best Actress, Best Actor, Best Supporting Actress and Best Supporting Actor in a college production. In addition, the Tatsey Award is presented.

Foreign Language Awards. These are presented to outstanding French and Spanish students each year. One student is awarded the Blumenfeld Scholarship.

Bessie Arrington Gupton Distinguished Service Fund. This distinguished service fund has been established in memory of Mrs. Bessie Arrington Gupton, Class of 1908, by her sons, Samuel Gupton and Willis Gupton, Class of 1942. This fund will provide a cash award to a member of Louisburg College's faculty, staff, or student body who demonstrates outstanding and extraordinary service to the College.

Head Student Resident of the Year Award. Awarded to the Head Student Resident who has demonstrated service and responsibility beyond expectations.

Intramural Awards. Various students are recognized for their outstanding contribution to the intramural sports program. Students are recognized for officiating, participation, and sportsmanship.

Elizabeth Johnson Award. In honor of Elizabeth Johnson, who taught in the Mathematics Department from 1945-1974, an award is presented annually to the student who has attained the highest average in at least two calculus courses.

Journalism Award. An anonymous donor has established an annual award for that member of the sophomore class with the highest achievements in student journalism. The recipient is selected by a vote of the Modern Language Department and of other faculty members who are advisers to student publications.

The Malone Medal. Mrs. Umphrey Lee of Louisburg has established an annual award for the graduate who has achieved the highest excellence in the field of English. This award is given in memory of Mrs. Lee's father, Edwin Hutchinson Malone, a former student at the male academy and later a trustee of the College.

Music Award. This award is presented to the student who has made the most outstanding contribution to the total music program at the College during the current school year.

The Felton R. Nease Awards in Biology. These cash awards, established in 1983 by the wife and daughter of Dr. Felton R. Nease, Professor Emeritus of Biology at Louisburg College, are presented annually to the male and female freshmen who have proven excellence and plan careers in biology.

Dorothy H. Sampson Creative Writing Award. Thomas O'Keefe, a graduate of Louisburg College, and several members of the Modern Language Department have established a creative writing award in honor of the late Dorothy H. Sampson, a for-

mer Professor of English at the College.

Award in Social and Behavioral Sciences. An annual award is presented by the Department of Social and Behavioral Sciences to the sophomore who has the most outstanding record in the field. A grade-point average of 3.50 on 15 hours in the social sciences and at least a 3.00 average on all other courses is required to be considered for the award.

The Cortland Victor Smith Service Award. The Sophomore Class and the Student Government Association of 1971-72 presented the sum of \$500.00 to establish the Cortland Victor Smith Service Award in memory of Dr. Cortland Victor Smith, who joined the Louisburg College faculty in 1965 and served with distinction until his death on February 9, 1972. Dr. Smith, at the time of his death, was chairman of the Department of Social Studies and of the Division of Faculty Affairs. The principal sum has been invested and the income will be used to make an award annually to the student selected for his or her service to the College and the student body.

Grady K. Snyder Award. Honoring Grady K. Snyder who taught in the Mathematics Department for 30 years and was department chair for 30 years. Presented to the student who has given outstanding effort in mathematics as demonstrated by exemplary participation in the Mathematics Laboratory.

Award in Speech Communication. Each year the Department of Modern Language recognizes the student or students who have achieved excellence in two areas of the speech communication field: theory/principles and performance.

Roger B. Taylor Scholarship. An annual award presented to a basketball player. The recipient is chosen on the basis of academic record, extracurricular activities, motivation, and financial need.

Floyd J. Wingfield Scholarship. An annual award presented to an athlete. The recipient is chosen on the basis of academic record, extracurricular activities, motivation, and financial need.



CURRICULA



Overview of Academic Programs

Louisburg College academic programs provide a variety of choices for the transfer-oriented student, the student interested in two-year terminal programs, and students seeking enrichment through non-degree courses.

1. Associate in Arts curriculum with multiple transfer-oriented options for beginning most non-science majors.
2. Associate in Science curriculum with a number of transfer-oriented options:
 - a. General Science (for future majors in Allied Health, Agricultural Sciences, Biological Sciences, Veterinary Science, Physical Science, Medicine, Nursing, Pharmacy, and Dentistry).
 - b. Pre-Engineering (designed to provide a two-year foundation for transfer into university engineering programs. See preferential transfer acceptance statement on page 74).
3. Business Curricula (degree programs designed to provide preparation for professions in business).
 - a. Associate in Arts Programs in Business Administration.
 - b. Associate in Arts Program in Administrative Support Service.
4. Weekend/Evening College - designed primarily for part-time students to earn an Associate in Arts degree with minimal cost and maximum convenience. Classes are held in the evenings and on Saturdays to fit the schedules of people who have other time consuming commitments, such as employment or family. Non-degree students who want courses for the pleasure of learning are also welcomed.
5. Special Programs - Special non-degree courses provide opportunities for people to improve their professional and job skills and to broaden and develop their personal interests. Continuing Education Unit (CEU) credits, at the rate of one CEU for each 10 hours of class participation, are awarded in several programs to qualified students. Programs are developed upon demand and interest, and they include such diverse courses as acting, economics, folklore, ceramics, field biology and learning skills. Courses are structured in terms of particular program requirements, with a variety of learning activities such as workshops, laboratory settings, field exercises and traditional classroom presentations.

CURRICULA DESCRIPTIONS

Transfer Programs

The majority of Louisburg College students transfer to senior institutions upon completion of their academic programs at Louisburg. Students earn an Associate in Arts Degree or an Associate in Science Degree in a transfer program by completing the requirements indicated below.

Associate In Arts Degree

Students wishing to earn the Associate in Arts degree in a transfer program must complete the following courses:

English Composition	6 S.H.	(2 courses)
Fine Arts ¹	3 S.H.	(1 course)
History	6 S.H.	(2 courses)
Science ²	8 S.H.	(2 courses)
Math ³	6 S.H.	(2 courses)
Physical Education	2 S.H.	(2 courses)
Religion-Philosophy ⁴	6 S.H.	(2 courses)
Computer Course Elective ⁵	3 S.H.	(1 course)
English Elective	3 S.H.	(1 course)
Literature Elective	3 S.H.	(1 course)
Social/Behavioral Science Electives	6 S.H.	(2 courses)
Public Speaking	3 S.H.	(1 course)
Elective	<u>9 S.H.</u>	

Minimum 64 S.H.

¹ Fine Arts requirement cannot be fulfilled with one semester hour courses.

² Four semester hours must be in a laboratory course (Biology 100, Chemistry 101, Geology 100, Physics 201, or Physics 203).

³ Math 105 or higher (except Math 151) required for graduation.

⁴ Three semester hours must be in Religion 100, 101, or 102.

⁵ Computer literacy is required for graduation - may be demonstrated by earning a grade of C or higher on any computer course or by satisfactory performance on a comprehensive test.

Guidelines For Choosing Electives In Associate In Arts Programs

Almost any academic major may be begun at Louisburg College (science and engineering majors should see Associate in Science requirements, below). Selections of specific courses fulfilling each requirement in the curriculum should be made in terms of the student's prerequisite skills, expected major, and anticipated transfer requirements. Louisburg College maintains current information on transferability of courses through close coordination with area colleges and universities. Current information is provided to each academic adviser at the College.

Electives should always be carefully chosen with the academic major in mind, after consideration of transfer goals and requirements. Students are especially advised to consider carefully the potential transferability of courses carrying one or two semester hours of credit. Since the computer is important today in both communication and computation, students who are not already computer literate are advised to elect at least one computer course.

Students who are *undecided about a college major* will find ample opportunity to explore a variety of options at Louisburg College. The undecided student should concentrate initially on courses which are specifically required for graduation, deferring electives until later semesters when goals may be better defined.

Students planning majors in *fine arts, English, computer science, journalism and communications, foreign languages, social sciences*, or other areas should make elective decisions in consultation with their academic advisers.

Students planning majors in *Business Administration* should consider including the following courses among their electives, as needed for transfer purposes:

Accounting	6 S.H.
Economics	6 S.H.
Government	3 S.H.
Mathematics 121 or 201	3 S.H.
Sociology	3 S.H.
Psychology	3 S.H.
Business Law	3 S.H.
Microcomputer	6 S.H.

Students planning majors in *Education* should consider including the following courses as electives:

Introduction to Education	3 S.H.
Psychology	6 S.H.
Sociology	6 S.H.

Students planning majors in *Liberal Arts* should include electives in foreign language through the intermediate level.

Students planning majors in *Recreation* should consider including the following courses as electives:

Health	3 S.H.
Introduction to Business	3 S.H.
Parks and Recreation	3 S.H.
Physical Education Courses	2 S.H.
Psychology	3 S.H.
Sociology	3 S.H.

Students planning majors in *Religion* should consider including the following courses as electives:

Philosophy and Religion	3-9 S.H.
Psychology	3 S.H.
Sociology	6 S.H.
Foreign Language	6-12 S.H.

Associate In Science Degrees

General Science

The General Science curriculum is designed to accommodate the needs of students planning to enter any of the following fields: *Agricultural Sciences, Allied Health, Biological Science, Chemistry, Dentistry, Engineering, Environmental Science, Medicine, Meteorology, Physics, Pharmacy, and Veterinary Science.*

Students wishing to earn the Associate in Science degree in general science must complete the following curriculum:

English Composition	6 S.H.	(2 courses)
Literature Elective	3 S.H.	(1 course)
Public Speaking	3 S.H.	(1 course)
Math ²	6 S.H.	(2 courses)
Religion-Philosophy ³	6 S.H.	(2 courses)
History	6 S.H.	(2 courses)
Fine Arts ¹	3 S.H.	(1 course)
Physical Education	2 S.H.	(2 courses)
Laboratory Science ⁴	20 S.H.	(5 courses)
Computer Course Elective ⁵	3 S.H.	(1 course)
Electives ⁶	6 S.H.	(2 courses)

Minimum 64 S.H.

- ¹ Fine Arts requirement cannot be fulfilled with one semester hour courses.
- ² Math 103-104 will not satisfy this requirement.
- ³ One course must be chosen from Religion 100, 101, or 102
- ⁴ Chemistry 100, Biology 101 and Biology 104 will not satisfy this requirement.
- ⁵ Computer literacy is required for graduation - may be demonstrated by earning a grade of C or higher on any computer course or by satisfactory performance on a comprehensive test.
- ⁶ Electives may be chosen from any areas; however, Foreign Language through the intermediate level is required for some transfer institutions. Students are especially advised to consider carefully the potential transferability of courses carrying one or two semester hours of credit.

Pre-Engineering

This Pre-Engineering curriculum is designed specifically for those students planning to transfer to senior-institution engineering programs. Courses are as follows:

FIRST YEAR

<i>Fall</i>	SH	<i>Spring</i>	SH
English 101	3	English 102	3
Mathematics 201	4	Mathematics 202	4
Chemistry 101	4	Chemistry 103	4
Religion 100, 101, or 102	3	History Elective	3
Western Civilization 101	3	Public Speaking 243	3

SECOND YEAR

<i>Fall</i>		<i>Spring</i>	
Engineering Graphics	3	Mathematics 203	4
Physics 201	4	Physics 202	4
Microcomputer 216 Principles of Programming in C	3	Religion Elective	3
Economics 201	3	Social Science Elective	3
Literature Elective	3	Physical Education	1
Physical Education	1	Minimum Total	66 S.H.

Louisburg's pre-engineering program has been approved for transfer to the engineering programs of North Carolina State University, the University of North Carolina at Charlotte, and the North Carolina A&T State University. Students who complete Louisburg's pre-engineering program successfully will be given preferential consideration for transfer into these engineering schools. While acceptance cannot be guaranteed, completion of Louisburg's program is a strong indication to these and other engineering schools that a student is well prepared to complete an engineering degree.

Weekend-Evening College

Associate In Arts Degree

Degree students in this program normally take six courses per year (two in the fall, two in the spring, and two in the summer), thus completing 64 semester hours for the Associate in Arts degree in less than four years. Weekend College courses are offered in cycles so that a student may begin the program at any time. Students must complete the following courses:

English Composition	6	semester hours	(2 courses)
Religion-Philosophy ²	6	semester hours	(2 courses)
Accounting	6	semester hours	(2 courses)
Economics	6	semester hours	(2 courses)
Business	11	semester hours	(4 courses)
Microcomputer ³	6	semester hours	(2 courses)
Public Speaking	3	semester hours	(1 course)
Mathematics ⁴	3	semester hours	(1 course)
Psychology	3	semester hours	(1 course)
History-Government	6	semester hours	(2 courses)
Fine Arts ¹	3	semester hours	(1 course)
Literature	3	semester hours	(1 course)
Free Electives	2	semester hours	
TOTAL	66	semester hours	Minimum Total

¹ Fine Arts Requirement cannot be fulfilled with one semester hour courses.
² Of the two courses in the Department of Religion and Philosophy, at least one must be Religion 100, 101, or 102.
³ Microcomputer 100 and either 103 or 203
⁴ Math 105 or higher (except 151) required for graduation

Degree Programs In Business

Students enrolling in or transferring into a Degree Program in Business should request an academic advisor in the Department of Business.

Associate in Arts in Business Administration

The graduate of the Business Administration curriculum is provided with a solid foundation of business knowledge. This program is designed primarily for those who plan to enter employment directly in retail or service administration.

English Composition 101	3 S.H.
English Composition 102	3 S.H.
Public Speaking 243	3 S.H.
Business Communication 230	3 S.H.
Religion/Philosophy	6 S.H.
Math for Bus. Decisions 222	
or 3 S.H. MATH course	3 S.H.
Accounting 121-122	6 S.H.
Economics 101, 102, or 202	3 S.H.
Computer Courses *	6 - 9 S.H.
Business Electives @	12-15 S.H.
Free Electives	11 S.H.
Physical Education	2 S.H.

64 S.H. Minimum Total

Note: Computer Courses and Business Electives must total a minimum of 21 S.H.

@ Business Electives include

Keyboarding 101	3 S.H.
Keyboarding/Formatting 102	3 S.H.
Intro. to Bus. 131	3 S.H.
Math for Bus. Decisions 222	3 S.H.
Bus. Law 243	3 S.H.
Marketing 261	3 S.H.
Management 271	3 S.H.
Human Resource Management 272	3 S.H.
Finance 281	3 S.H.
Salesmanship 291	3 S.H.
Computer courses *	

* Computer courses include

Intro. Comp. & App. 100	3 S.H.
Information Processing 103	3 S.H.
Pascal 111	3 S.H.
FORTRAN 112	3 S.H.
Desktop Publishing 203	3 S.H.
C++ (Programming) 216	3 S.H.

Associate in Arts in Administrative Support Service

Completion of this program provides a comprehensive foundation of office technology and administrative procedures and prepares the graduate for employment in various fields of the administrative support service professions. The program represents a careful blending of traditional skills and contemporary office automation with appropriate emphasis on communication/grammar, computations, and computers/keyboarding. It is designed to permit the graduate to adapt readily to the specific production needs and development programs of individual employers.

English Composition 101	3 S.H.
English Composition 102	3 S.H.
Public Speaking 243	3 S.H.
Business Communication 230	3 S.H.
Religion/Philosophy	6 S.H.
Math for Bus. Decisions 222	
or 3 S.H. MATH course	3 S.H.
Accounting 121-122	6 S.H.
Economics 101, 201 or 202	3 S.H.
Keyboarding 101	3 S.H.
Keyboarding/Formatting 102	3 S.H.
Desktop Publishing 203	3 S.H.
Intro. Comp. & App. 100	3 S.H.
Business Electives @	9 S.H.
Free Electives	11 S.H.
Physical Education	<u>2 S.H.</u>
	64 S.H.

@ Business Electives include

Intro to Bus. 131	3 S.H.
Bus. Law 243	3 S.H.
Marketing 261	3 S.H.
Management 271	3 S.H.
Human Resource Management 272	3 S.H.
Finance 281	3 S.H.
Salesmanship 291	3 S.H.
Information Processing 103	3 S.H.

Course Descriptions

Division Of Humanities

D. Gayle Greene, Chair

The humanities are a vibrant component of human living, in general, and of the learning foundation that is Louisburg College, in particular. In carrying out its purpose the division supports the college's mission of preparing students for transfer to senior institutions. By teaching courses dealing with issues of personal and social consequence, the division contributes to the college's mission of preparing students "to meet the challenges of living and working in a modern society."

The visual and performing arts open doors of self-expression through the disciplines of art, music, and drama. Artistic curricula and activities stimulate students and members of the community to realize their creative potential and develop an awareness and appreciation of cultural diversity.

Religious and philosophy equip students with a basic knowledge of the Bible, as well as topics in religion and philosophy that contribute to their general intellectual and spiritual development and help them recognize the fundamental importance of religions and philosophical inquiry to fulfilled human existence.

Language studies instruct students in how to transmit their ideas clearly, cogently, and coherently in written and oral forms. Courses in composition, literature, speech, and foreign languages challenge students to explore varied cultures and ideas and to analyze and think critically.

Modern Language

English

ENGLISH 098. DEVELOPMENTAL WRITING

3

Review and concentrated drill in English fundamentals, with particular attention to grammar and parts of speech, spelling, punctuation, capitalization, and vocabulary. The main objective is to equip the student with the skills necessary to succeed with the first college-level course, English Composition 101. Writing assignments are frequent but short. Attention also is given to ordering and arranging thoughts in written form.

ENGLISH 101. COMPOSITION

3

The purpose of English 101 is to aid students in expressing themselves in a well-organized and effectively structured standard written form. Students learn to write by writing; consequently, regular and successive writing assignments will be the method of instruction and the tool for improvement in this course. By semester's end students should be able to:

- select a topic about which to write;
- develop ideas and various approaches tailored to target audiences for their selected topic;
- organize a logical presentation about their preferred topic in an essay consisting of an introduction, body, and conclusion;

- write a complete essay with a minimum of spelling errors, sentence fragments, comma splices, fused sentences and agreement errors.

Students will write a minimum of six five-hundred-word themes.

ENGLISH 102. COMPOSITION 3

English 102 is primarily a composition course that carries on the work of English 101 with a continuing fundamental emphasis on well-organized and concrete writing of at least four 500-word formal theme-length essays and a 2,000-word MLA-formatted source project, as well as essay questions on tests and other daily expository writing assignments.

ENGLISH 111. INTRODUCTION TO NEWSPAPER JOURNALISM 1

A study of various aspects of newspaper production with special emphasis on the college newspaper. Students become acquainted with assignment practices, reporting techniques, design and layout, proofreading and responsibilities of editorial positions. Members of the class compose the staff of *The Columns*. *Prerequisite: English 101 or permission of the instructor.*

ENGLISH 112. NEWSWRITING 1

A study of writing leads and certain kinds of stories, with special emphasis on organization of news stories and research methods, including interviewing strategies. Stories are published in *The Columns*. *Prerequisites: English 101 and 111, or permission of the instructor.*

ENGLISH 113 - 114. YEARBOOK JOURNALISM 1, 1

Yearbook Journalism is a study of the process of designing and producing a yearbook. The course of study includes photojournalism, editing of newswriting and photography, layout/design and word processing. The course is offered both semesters for one hour credit each semester. *Prerequisite: English 101 or permission of the instructor.*

ENGLISH 150-151. INTRODUCTION TO THE LITERARY MAGAZINE 1, 1

Students will form the editorial staff of *Wolfpen Branch* and will be responsible for reading and rating submissions, publicity and public relations, design and layout using a desktop publishing program, and preliminary and final proofreading and editing. Students will work under the direction of a faculty advisor. *Prerequisite: English 101 or permission of the instructor.*

ENGLISH 200. INDEPENDENT STUDY. 1- 3

A directed individual study course designed to permit students opportunity for examination of special topics through research, reading, or projects. Enrollment is by permission of instructor and approval by the department.

ENGLISH 211-212. INDEPENDENT STUDY IN NEWSPAPER JOURNALISM. 1, 1

Directed studies open by permission only to second-year *Columns* staff members who have assumed editorial responsibilities. Emphasis on special issues such as journalistic ethics, college press law, a newspaper style. *Prerequisites: English 101, 111, and 112.*

ENGLISH 213-214. EDITORIAL YEARBOOK JOURNALISM. 1, 1

This course is open only to second year yearbook students maintaining a "B" average

in 113-114 (Yearbook Journalism) and by invitation of the instructor. Students enrolling in this course will be assuming editorial responsibilities. The course is offered both semesters for one hour credit each semester. *Prerequisites: English 113 and 114.*

ENGLISH 215-216. WORLD LITERATURE

3, 3

Important works of European literature from Homer to Solzhenitsyn are read in translation; emphasis is placed on the contribution of these to modern thought. In addition, selections from the literary wealth of Iran, India, China, Japan, and elsewhere are included. Both semesters or either semester may be elected. *Prerequisite: English 101-102.*

ENGLISH 219. INTRODUCTION TO FOLKLORE

3

A view of British and American folklore. Specifically, the course will survey folk narrative (myths, legends, etc.); music (vocal and instrumental); dance; drama; proverbs, charms, rhymes, and riddles; games; and customs and beliefs. The student will gain experience in collecting the folklore of his native region and in discerning folklore themes in literature. A limited amount of research and critical writing paralleling the subject matter. *Prerequisite: English 101-102.*

ENGLISH 221-222. ENGLISH LITERATURE

3, 3

General survey with emphasis upon selected major authors and works, in the light of the historical background and the development of literary types and artistic effects; consideration of literature as an expression of the thoughts, ideals, and life of the writer and period; a limited amount of critical and research writing paralleling the subject matter. *Prerequisites: English 101-102.*

ENGLISH 226. THE SHORT STORY

3

A study of the short story as a genre, emphasizing several of its elements. Students also study its development, focusing especially on the contributions of American writers. In addition to critical writing that parallels the subject matter, students write an original short story. *Prerequisites: English 101-102.*

ENGLISH 231-232. AMERICAN LITERATURE

3, 3

General survey including a study of the major writers and their works; attention to American social and political history as reflected in the literature; consideration of phases of literary development in America and of the aims and literary theories of the authors; a limited amount of critical and research writing paralleling the subject matter. *Prerequisites: English 101-102.*

ENGLISH 237. TWENTIETH CENTURY AMERICAN AND BRITISH POETRY

3

This is a survey course in modern American and British poetry with emphasis on selected poets from the two distinct periods of twentieth-century literature; first, the major "modern" writers: Yeats, Pound, Eliot, Frost, Stevens, Cummings, Williams and Auden; second, the poets who have had the most impact since World War II: Lowell, Berryman, Merwin, Roethke, Dickey, Thomas, Larkin, Hughes, Bukowski, etc. The course is supplemented by readings in the form and theory of poetry with a limited number of critical papers and explications of poems. *Prerequisites: English 101-102.*

ENGLISH 238. TWENTIETH CENTURY AMERICAN AND BRITISH FICTION 3
A survey course in the modern and contemporary novel, with some short fiction; a study of at least a dozen novels from Conrad and Dreiser to Orwell and Updike; parallel reading in literary criticism and history, with occasional writing assignments and reports on independent reading; attention to fictional elements: style, theme, structure, point of view, etc., with sociological, psychological, and historical background. *Prerequisite: English 101-102.*

ENGLISH 239. FILM LITERATURE 3
Survey of film history and genres, with emphasis on film techniques and film syntax and rhetoric - to be accomplished through film viewing and readings and to include early beginnings, the Silent Era, the comedians, the coming of sound, significant directors, war and post-war films, and recent and current offerings. A consideration of film as an art form, with attention to film classics. Emphasis will be on developing critical criteria to enhance enjoyment and appreciation.

ENGLISH 241. CREATIVE WRITING 3
An introductory course in the writing of imaginative literature, specifically poetry and fiction. Some contemporary writers are read and discussed; however, the major emphasis is on the students' works, which are read and discussed in class weekly. *Prerequisite: English 101.*

ENGLISH 243. PUBLIC SPEAKING 3
Oral communication, listening skills, conversation and discussion techniques, principles of semantics, guided practice in informal and formal speaking. Special emphasis on speech as a way of improving human relations and critical thinking. *Prerequisite: English 101.*

ENGLISH 250-251. INTERMEDIATE LITERARY MAGAZINE. 1, 1
Student editors, under the tutelage of a faculty advisor, assume primary roles in organization and policy decisions for *Wolfpen Branch*. Open by permission to second-year editorial staff. *Prerequisites: English 101, 150, and 151.*

Foreign Languages

FRENCH 101. BEGINNING FRENCH 3
An intensive introductory course in the fundamentals of grammar and conversation. Normally for students with no previous instruction in French. Taught in the fall semester only.

FRENCH 102. BEGINNING FRENCH 3
A continuation of elementary college french for students who have successfully completed French 101 or its equivalent. Taught in the spring semester only.

FRENCH 201. INTERMEDIATE FRENCH 3
An intensive review of basic grammar and development of listening and speaking skills with readings in areas of current interest. *Prerequisite: two years of high school French or French 101-102.* Taught in the fall semester only.

FRENCH 202. INTERMEDIATE FRENCH 3
A continuation of intermediate level college French. *Prerequisite: three years of high school French or successful completion of French 201.* Taught in the spring semester only.

- FRENCH 211-212. FRENCH LITERATURE *** 3, 3
 211. Readings and discussions of selections of 12th-18th centuries.
 212. Readings and discussions of selections of 19th-20th centuries.
- FRENCH 221. CONVERSATION AND PHONETICS*** 3
 A course stressing practice in speaking French. Particular attention is paid to phonetics, pronunciation, intonation, fluency, correctness of sentence structure, and vocabulary of everyday situations. *Prerequisite: three years of high school French or permission of instructor.*
- SPANISH 101. BEGINNING SPANISH** 3
 Introduction to the fundamentals of grammar and conversation; introduction to Hispanic culture. Normally for students with no previous instruction in Spanish.
- SPANISH 102. BEGINNING SPANISH** 3
 A continuation of elementary college Spanish for students who have completed Spanish 101 or one or two units of high school Spanish with a grade of C or above.
- SPANISH 201. INTERMEDIATE SPANISH** 3
 An intensive review and development of basic grammar and vocabulary; development of conversation and composition skills; readings from Spanish and Spanish-American authors. *Prerequisite: 2 or 3 high school units or Spanish 102 with a grade of C or above.* Taught fall semester only.
- SPANISH 202. INTERMEDIATE SPANISH** 3
 A continuation of intermediate college Spanish for students who have completed Spanish 201, or three or four units of high school Spanish with a grade of C or above. Taught spring semester only.
- SPANISH 211-212. INTRODUCTION TO HISPANIC LITERATURE*** 3, 3
 Readings and discussions of selections of Spanish and Spanish-American literature.
- SPANISH 221. CONVERSATION AND PHONETICS.*** 3
 A course stressing practice in speaking Spanish. Particular attention is paid to phonetics, pronunciation, intonation, fluency, correctness of sentence structure, and vocabulary of everyday situations. *Prerequisite: three years of high school Spanish or permission of instructor.*

* Courses offered only upon sufficient demand.

Philosophy and Religion

Philosophy

- PHILOSOPHY 111. LOGIC** 3
 An introductory examination of good reasoning including language functions, formal deductive systems, and inductive methodology with emphasis on the application of principles. Not currently offered.
- PHILOSOPHY 112. INTRODUCTION TO PHILOSOPHY** 3
 An examination of the basic fields, problems, and concepts of philosophy. Emphasis is given to vocabulary and basic ideas of selected philosophers, ancient and modern.

PHILOSOPHY 114. INTRODUCTION TO ETHICS 3

A study of ethical theories, both classical and modern, philosophical and religious. The relation of ethical theory to certain issues of contemporary concern will be examined.

Religion

RELIGION 100. THE BIBLE YESTERDAY AND TODAY 3

An historically-critically oriented study of the Jewish and Christian scriptures with emphasis on those Biblical books and passages having the greatest impact on Western culture in the past and today. Designed for students who intend to take only one Biblical course. Not open to students who have received credit for Religion 101 or 102.

RELIGION 101. OLD TESTAMENT 3

A study of the Jewish Scriptures or Old Testament and the religious community that produced it; based primarily on a critical examination of the literature within the historical setting of the first two millennia B.C.E. A more detailed course than Religion 100.

RELIGION 102. NEW TESTAMENT 3

A study of the New Testament and the Christian community that produced it; based primarily on a critical examination of the literature within the historical setting of the last two centuries B.C.E. and the first two centuries of the Common Era. A more detailed course than Religion 100.

RELIGION 104. MAJOR RELIGIONS OF ASIA 3

An introduction to Islam, Hinduism, and Buddhism, the principal religions of the Middle East, Southern Asia, and the Orient. Offered Spring Semester only.

RELIGION 105. RELIGION IN AMERICA TODAY 3

A survey of contemporary religious institutions, movements, issues, and personalities in the United States, with some attention to their history. Readings from recent books, current periodicals, and official church publications. Extensive use of videos.

RELIGION 200. INDEPENDENT STUDY 1-3

Independent study in the Department of Religion and Philosophy. Advanced work by the student, developed in consultation with the instructor. *Prerequisites: fulfillment of graduation requirements in the Department of Religion and Philosophy, and approval by the department chair.*

Visual And Performing Art

Art

The hands-on nature of the visual arts inspire learning, critical thinking, and creative problem solving. The visual arts cultivate imaginative thought processes which are the source of our creativity. Gallery exhibitions, art history lectures and studio classes each function to connect the student with the rituals and pageants of all cultures; past and present.

- ART 133-134. ART HISTORY** 3, 3
133. A survey slide lecture course which exposes student to a broad overview of the history of art, its purpose and function. Emphasis is placed on the following cultures: Prehistoric, Egyptian, Greek, Roman, Pre-Columbian, Islamic, and Early Christian Art.
134. A survey slide lecture course is chronologically a continuation of Art History 133. The student is introduced to the following periods of art: Gothic, Renaissance, Baroque, and the art of the modern world which includes: Romanticism, Impressionism, and art of the 20th century.
(Art History 133-is not prerequisite for this course.)
- ART 135. FOUNDATION-SCULPTURE** 3
- Students are exposed to various traditional, contemporary, and experimental approaches in developing literacy in the language of three-dimensional form in this studio course. Students gain technical skills and confidence while working with materials such as clay, wood, plaster, wire and plastics. Students are exposed to various hand and power tools.
- ART 136. CERAMICS-POTTERY** 3
- The student will be exposed to basic techniques which produce functional pottery. A working knowledge of clay, glaze, and kilns will be covered and historical precedents will be studied. Emphasis will be placed on learning how to throw on the potters wheel in this studio course.
- ART 137. FOUNDATION-DRAWING** 3
- Drawing predates writing as a method of personal communication. This course aims to broaden the student's concepts about the art making process and creative problem solving. As many different drawing mediums are explored as possible in this project oriented studio class. Fundamental design components of line, form, space, texture and color are evaluated through individual or class critiques. The concept of learning how to see is constantly stressed.
- ART 210. INDEPENDENT STUDY** 1- 3
- Independent study in specialized area of art as discussed in advance between instructor and student. Such areas may be historical or studio oriented. Development of a personal statement will be emphasized.

Drama

The objectives of drama within the Department of Visual and Performing Arts are to develop the student's understanding and appreciation of the performing arts, further their public speaking ability, and help them to become more at ease in front of an audience. Through the medium of dramatic performance students enhance their self-confidence and performance skills.

- DRAMA 101. REHEARSAL AND PERFORMANCE** 1
- Students learn by participating in drama performances, by being in a play cast or working in a supporting role (i.e. backstage, reservations, publicity, lighting, box office, etc.).

DRAMA 102. ACTING I 3
An introduction to college dramatics. The early part of the course consists of classroom lectures on such aspects of theater as: stage terminology, play interpretation, character analysis, character development and self-discipline. The latter part of the course consists of using the lecture material in a practical sense through classroom skits and improvisations.

DRAMA 103. ACTING II 3
An in-depth study of performance skills through improvisations, storytelling, imitation, skits and short scene presentations. Students are introduced to the techniques of filming on stage. Each presentation is filmed in class and played back for class review and discussion.

DRAMA 121. INTRODUCTION TO STAGECRAFT 3
The study of fundamentals of theater technology, including construction of basic set pieces, techniques of stage decoration, lighting, projection, and construction of stage properties, and basic drafting techniques and design principles.

DRAMA 132. INTRODUCTION TO DRAMA 3
The study and analysis of plays from the Greek era to the present. Major emphasis is placed on such playwrights as Aeschylus, William Shakespeare, Tennessee Williams and Arthur Miller.

DRAMA 133. INTRODUCTION TO MUSICAL THEATRE 3
A lecture course which traces the origins and development of the musical theatre in America. From the early amateur entertainments of the colonists through the multi-million dollar modern professional musicals, the evolvement of America's musical traditions and innovations are examined.

DRAMA 210. INDEPENDENT STUDY 1- 3
Independent study in specialized dramatic subjects as discussed in advance between drama instructor and student. Such offerings may be in production, direction, or participation in such areas as comedy, tragedy and straight drama in both contemporary and classical areas. The course is designed to take the student beyond basic acting concepts.

Music

The objectives of music within the Department of Visual and Performing Arts are four-fold: (1) to develop appreciation and enjoyment for the art of music; (2) to impart information that will be beneficial to students throughout their lives; (3) to help students who have musical talent to develop that talent; and (4) to prepare and perform music for public occasions.

MUSIC 111-112. CHORALE 1, 1
Choral singing for mixed voices. Sacred and secular music. One major concert is given each semester.

MUSIC 121-122. ENSEMBLE 1
Chamber choral ensemble, selected by audition, which performs sacred and secular chamber choral music ranging from Renaissance madrigals to contemporary pieces,

as well as Latin, German, and French masterpieces. The Ensemble presents a variety of public performances, on and off campus. *Corequisite: Chorale. Permission of Instructor.*

MUSIC 131, 231-232. PIANO

1 or 2

Major and minor scales, arpeggios, hands together. Pieces by standard classic and modern composers, etudes, Bach inventions, sonatinas, and sonatas are selected for study according to individual's ability and interest. Participation in student recitals whenever required. Students may also take beginning piano lessons. *Permission of Instructor.*

MUSIC 141-142, 241-242. VOICE

1 or 2

The techniques of voice production in singing: breathing, resonance, diction, interpretation, developing technique and style. Folk and art songs, sacred songs, classic and modern vocal literature are studied. Italian, French, and German songs are selected according to the student's ability and need. Participation in student recitals whenever required. *Corequisite: Chorale. Permission of Instructor.*

MUSIC 151. MUSIC APPRECIATION

3

A study of western music from the Middle Ages to the present day. Course exposes students to trends in music that are similar throughout this entire period. Emphasis on history, repertory, composers, performance practice, and socio-political influences on music.

MUSIC 210. INDEPENDENT STUDY

1-3

Independent study in specialized music subjects as discussed in advance between the instructor and student. Such offerings might include: Music Theory/Harmony/Ear-Training covering harmonic analysis, part-writing from a given bass or treble line (rules of voice-leading), and sight-singing from the Common Practice (Classical and early Romantic) period. Successive semesters might follow this description beginning with the chromaticists in the 1860s through Impressionistic works and atonal analysis. Other private study available in Composition, Elementary School Education, Conducting, and Organ.

Humanities

HUMANITIES 180.

1

This course is designed to encourage student attendance at cultural events on the Louisburg College campus. These events involve the disciplines of art, music, drama, lecture, dance and film. Attendance at approximately 13 to 15 events is required per semester. The attendance requirements will vary each semester as the number and types of events vary. The course may be taken more than once but does not fulfill the three hour Fine Arts graduation requirement.

Division Of Mathematics, Science, Health, Physical Education and Recreation (HPER)

Dr. Larry W. Morgan, Chair

The purpose of the Division of Mathematics and Science at Louisburg College is to provide instruction in basic two year university parallel courses in the areas of science, math, health students in the completion of baccalaureate degrees at senior colleges, to provide a strong foundation in basic scientific and mathematical principles, and to enhance a students physical and mental well being.

The division emphasizes an individualized approach to student learning through support services designed to enhance classroom instruction. Student counseling is performed in the conferences, including referral to the appropriate resource.

The faculty frequently engage in activities which enrich the community. Cooperative efforts between the division and the community provide students with opportunities for further growth.

Health and Physical Education

HEALTH 100. 3
A study of what constitutes health and wellness. How one might obtain optimal health and wellness. A study of current health problems related to the health status of individuals, including drug use and abuse, chronic and degenerative disease, and environmental health hazards.

PHYSICAL EDUCATION 100. 1
Team Sports: 102 - Beginning Basketball, 103 - Intermediate Basketball, 104 - Softball, 105 - Volleyball, 106 - Soccer.

PHYSICAL EDUCATION 200. 1
Individual and Dual Sports: 201 - Badminton, 202 - Beginning Tennis, 203 - Intermediate Tennis, 204 - Archery, 205 -Table Tennis / Pool, 207 - Fitness Education, 208 - Weight Training, 210 - Snow Skiing, 211 - Modern Jazz, 212 - Aerobics, 213 - Beginning Hiking and Backpacking, 214 - Intermediate Hiking and Backpacking, 215 - Advanced Hiking and Backpacking, 216 - Cross Country, 217 - Conditioning.

PHYSICAL EDUCATION 600. 1
601. Varsity Basketball 604. Varsity Softball
602. Varsity Baseball 605. Varsity Cheerleading
603. Varsity Golf 606. Varsity Soccer
607. Varsity Tennis

RECREATION 125. INTRODUCTION TO PARKS AND RECREATION 3
A survey of the foundations of parks and organized recreation; backgrounds and theories, objectives and principles; social and economic factors associated with parks and recreation.

Mathematics

MATHEMATICS 099. ELEMENTARY ALGEBRA 3
This course is designed to prepare a student for college-level courses in mathematics.

Topics include properties of the real number system, arithmetical operations, algebraic expressions, products and factors, linear and quadratic equations, operations with square roots, and applications to physical problems. This course may be a required prerequisite, but does not count towards graduation requirements.

MATHEMATICS 103. INTERMEDIATE ALGEBRA 3

A survey of many basic topics in elementary mathematics. The course includes the real number system and algebraic manipulations. Algebraic topics include functions, graphs, exponents, radicals, factors, algebraic functions, linear equations, inequalities, and quadratic equations. Completion of the course will allow the student to continue with such courses as Math 104, Math 105, and Math 121. *Math 103 does not satisfy the Associate in Science mathematics requirement. Prerequisite: High school Algebra I or Algebra IA and IB, or Math 099, or equivalent.*

MATHEMATICS 104. FINITE MATHEMATICS 3

A survey of several topics relevant to the general education of a student. The topics include linear mathematical models, linear programming, set theory, permutations and combinations, probability concepts, statistics, probability distributions, compound interest, and annuities. *Math 104 does not satisfy the Associate in Science mathematics requirement. Prerequisite: Math 103 or equivalent.*

MATHEMATICS 105. COLLEGE ALGEBRA 3

This course includes a review of intermediate algebra, properties of the complex number system, equations and inequalities, functions and graphs including those of polynomial functions, systems of equations, matrices and determinants. *Prerequisite: High school Algebra I and II, or their equivalent, or Math 103.*

MATHEMATICS 109. PRECALCULUS ALGEBRA 3

This course is designed to give a rigorous functional approach to topics necessary for calculus, chemistry, and physics. These topics will include polynomial and rational functions, logarithmic and exponential functions, conics, and linear and non-linear systems. This course will provide the student with the opportunity to develop the mathematical maturity necessary for the calculus. *Prerequisite: High school Algebra I, II, and an advanced mathematics; or Math 105.*

MATHEMATICS 110. TRIGONOMETRY 3

This course will be a study of the trigonometric functions and graphs, identities, inverse functions, and trigonometric equations, with an introduction to polar coordinates. Emphasis will be placed on the use of circular functions and radian measure. Applications of the trigonometric functions will provide understanding of the concepts. *Prerequisite: High school Algebra I and II and Geometry, or their equivalent, or Math 105.*

MATHEMATICS 111. PRECALCULUS ALGEBRA AND TRIGONOMETRY 4

An integrated treatment of algebra and trigonometry. The course includes algebraic and trigonometric functions, exponential and logarithmic functions, inequalities, and elementary analytic geometry. *Prerequisite: High school Algebra I and II, Geometry, and an advanced high school mathematics course which includes trigonometry.*

MATHEMATICS 121. INTRODUCTION TO PROBABILITY AND STATISTICS 3

The primary objectives of the course are comprehension and application of the basic concepts of probability and statistics. Emphasis will include basic elements of probability, the binomial and normal distributions, sampling theory, descriptive statistics, and statistical inference. The course is designed to satisfy a basic requirement for students in various disciplines: physical, biological, and health sciences, as well as mathematics, business and engineering. *Prerequisite: Mathematics 103 or 105 or permission of the Mathematics Department.*

MATHEMATICS 151. ENGINEERING GRAPHICS 3

Introduction to problem solving through engineering drawing and graphical representation by instrument, computer-aided design (CAD), and freehand techniques. Methods for description of size and shape of spatial elements include dimensioning; multiview and isometric projections; sectional and auxiliary views; detail and assembly drawings. *Prerequisite: Acceptance to Pre-Engineering Program or permission of instructor.*

MATHEMATICS 201. CALCULUS AND ANALYTIC GEOMETRY I 4

Plane analytic geometry and calculus of one variable. Includes functions, graphing, limits, continuity, derivatives of algebraic functions, applications of extrema, antidifferentiation, the Fundamental Theorem of Calculus, and applications of the definite integral. *Prerequisite: Math 109 or Math 111 or equivalent.*

MATHEMATICS 202. CALCULUS AND ANALYTIC GEOMETRY II 4

This course includes transcendental functions, the calculus of inverse functions, techniques of integration, sequences, convergence of infinite series, functions in polar coordinates, parametric equations, conic sections, indeterminate limit forms, and ordinary differential equations. *Prerequisite: Math 201 and either Math 110 or Math 111 or equivalent.*

MATHEMATICS 203. CALCULUS AND ANALYTIC GEOMETRY III 4

This course includes analytic geometry of three dimensional space, differential calculus of multivariable functions, vectors in space, vectors in a plane, applications of partial derivatives, line and surface integrals, and multiple integration. *Prerequisite: Mathematics 202 or equivalent.*

MATHEMATICS 210. INDEPENDENT STUDY 2-4

Independent study in specialized mathematics subjects under the supervision of mathematics staff. Course design, goals, content and requirements vary with the project attempted. The purpose is to provide exceptional mathematics students the opportunity for an in-depth supervised study of a subject area not covered in the structured mathematics courses offered at the College.

Science

Biology

BIOLOGY 100. PRINCIPLES OF BIOLOGY 4

A study of the basic principles and concepts of living organisms with special emphasis on the structure and functions of cells, energy requirements of organisms, plant and animal diversity, development, evolution and heredity. Open to all students and required for students taking advanced biology courses.

BIOLOGY 101. ENVIRONMENTAL BIOLOGY**4**

This course presents an ecological approach to humans and their position in the ecosystem and is supported by basic principles of plant and animal biology. Topics include specific problems in the areas of population, natural resources depletion and pollution. Films, readings, and simulations are used to study these topics. This course consists of 3 hours of lecture and one 2 - hour demonstration/recitation period per week. *This course is designed for non-science majors and will not count toward the 20-hour science requirement for the Associate in Science degree. This course does not fulfill the lab science requirement for graduation.*

BIOLOGY 102. BOTANY**4**

A survey of the plant kingdom covering taxonomy, morphology, evolution, genetics, and ecology is presented. Biology majors should take this course. *Prerequisite: Biology 100 or permission of the instructor.*

BIOLOGY 103. ZOOLOGY**4**

General Zoology is a survey course of the animal kingdoms. The course will introduce students to the wide diversity of animal life and will examine how these organisms reproduce, acquire and transform energy, and sense and interact with their environment. The course is geared towards science majors at a liberal arts institution, but it is open to any student interested in the subject material. *Prerequisite: Biology 100 or permission of the instructor.*

BIOLOGY 104. HUMAN BIOLOGY.**4**

A study of the human body, focusing on the structure, functions and common disorders of the major organ systems is presented. The topics of genetics, development and evolution are included. This course consists of 3 hours of lecture and one 3 hour laboratory per week. Not open to students who have successfully completed Biology 205. *This course is designed as a lab science requirement for non-science majors and will not count toward the 20-hour science requirement for the Associate in Science degree. Prerequisite: Biology 100 or permission of the instructor.*

BIOLOGY 201. MICROBIOLOGY ***4**

A study of microorganisms emphasizing the principles and techniques of bacteriology with reference to virology, protozoology, phycology and mycology is presented. *Prerequisites: Biology 100, Chemistry 101.*

BIOLOGY 202. FIELD BIOLOGY ***4**

A study of plants and animals in their natural habitats with emphasis on habitats, collection, identification, and ecological relationships. Field work emphasizes flora and fauna of the Piedmont, but field trips to the North Carolina Mountains and the Coastal Plain are included. Particular attention is paid to field techniques and to identification of plants and animals by use of keys. *Prerequisites: Biology 100 (Biology 102 and/or 103 recommended but not required.)*

BIOLOGY 205. HUMAN ANATOMY AND PHYSIOLOGY I**4**

A study of the structure and functions of the human body from the molecular, cellular, and tissue levels of organization. The integumentary, skeletal, and muscular systems are covered. *Prerequisite: Biology 100.*

BIOLOGY 206. HUMAN ANATOMY AND PHYSIOLOGY II**4**

A study of the structure and functions of the human body including nervous,

endocrine, circulatory, respiratory, digestive, excretory and reproductive systems.
Prerequisite: Biology 205.

BIOLOGY 210. INDEPENDENT STUDY

1-4

Independent laboratory, field, and library investigation carried out under the supervision of the biology staff. *Prerequisites: Biology 100, sophomore standing and permission of the biology staff.*

**Courses offered only upon sufficient demand.*

Chemistry

CHEMISTRY 100. BASIC CHEMISTRY.

4

This one-semester course is designed to acquaint the non-science major with the basic subject matter of chemistry without the mathematical depth of General Chemistry. Practical applications of basic concepts are emphasized. The course consists of 3 hours of lecture and one 2-hour demonstration/recitation period per week. Not open to students who have successfully completed Chemistry 101. This course does not fulfill the lab science requirement for graduation and does not count toward the 20-hour science requirement for the Associate in Science degree.

CHEMISTRY 101. GENERAL CHEMISTRY I

4

An introductory course covering fundamental concepts: atomic and molecular theory, chemical bonding, classification by Periodic Law, chemical reactions and stoichiometry. This course includes a 3 hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite or corequisite Math 109 or equivalent. Offered Fall semester only.*

CHEMISTRY 103. GENERAL CHEMISTRY II

4

This is a continuation of Chemistry 101. The course includes quantitative stoichiometry, chemical equilibrium, acid-base reactions, and electrochemistry. This course includes a 3 hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite: Chemistry 101 with at least a C, or scoring 50% or above on the ACS test or by permission of the instructor.*

CHEMISTRY 201. ORGANIC CHEMISTRY I*

4

The essential principles and reactions of organic compounds with interpretation through electronic structures and reaction mechanisms. *Prerequisite: Chemistry 103 with a C or higher or 50% on ACS test or permission of instructor. Offered Fall semester only.*

CHEMISTRY 202. ORGANIC CHEMISTRY II*

4

A continuation of Chemistry 201. *Prerequisite: Chemistry 201 with a C or higher or permission of the instructor.*

** Course offered only upon sufficient demand.*

Physics

PHYSICS 201. GENERAL PHYSICS I

4

This is a vector and calculus based introductory physics for pre-engineering students. Primary emphasis is on physical principles and the development of problem-solving ability. The course will cover concepts from classical mechanics, periodic motion, sound, heat, and thermodynamics. This course includes a 3 hour laboratory

session where critical thinking and basic laboratory skills are emphasized.

Prerequisites: Math 201. Pre or Corequisite: Math 202 .

PHYSICS 202. GENERAL PHYSICS II

4

This is a continuation of Physics 201. The course will cover concepts from electricity, magnetism, optics, and modern physics. This course includes a 3 hour laboratory session where critical thinking and basic laboratory skills are emphasized.

Prerequisites: Physics 201, Math 202 .

PHYSICS 203. COLLEGE PHYSICS I

4

This is a first semester of a two semester introductory course in non-calculus physics.

Algebra, trigonometry, and geometry will be used heavily in the course. Primary emphasis is on physical principles and the development of problem-solving ability.

Among the topics covered are: Mechanics, Periodic Motion, Sound, Heat, and Thermodynamics. This course includes a 3 hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisites: Math 111, 101, or 104.*

Astronomy

ASTRONOMY 100. INTRODUCTION TO ASTRONOMY

4

An introduction to the history and present state of the astronomical and astrophysical sciences for non-science majors. Topics include astronomy in ancient civilizations, early telescopic astronomy, modern observational astronomy, early theories of the universe, modern astrophysics and models of the universe, and cosmic origins.

The course also contains a laboratory section which includes scientific measurements and an introduction to amateur observational astronomy, including observation of constellations and planets.

Division Of Social Science And Business Studies

Charles B. Sloan, Chair

The primary purpose of the Division of Social Science and Business Studies is to provide courses in business, computer-related studies, economics, education, government, history, psychology, and sociology that are essential to students wishing to transfer to four-year institutions and/or to fulfill the requirements for two-year college degrees from Louisburg College.

In addition to offering courses for students seeking business, computer, and/or social science electives, the Division offers courses needed by students who wish to meet College requirements in the following areas:

- requirement in computer literacy for all graduates,
- requirements in history and social science for the Associate in Arts and the Associate in Science degrees, and
- requirements in business, economics, and computer-related studies of the Weekend-Evening College program and of business programs.

The Division provides a spectrum of studies that promotes problem-solving, communication, and computer technology skills. The Division contributes to the overall effectiveness of the general college program by providing opportunities for students to develop as analytical thinkers, to integrate their learning, and to apply

their knowledge in ways that are relevant to their lives and careers. Computer-related studies are oriented to provide technical instruction in order to promote student success in many disciplines.

Access to the offerings of the Division is provided in a framework of the liberal arts tradition and with close faculty-student rapport. The Division supports the College mission by emphasizing the role of the College as a teaching institution that values the individual student. The Division also supports the College mission by serving as a resource for the community.

Business

BUSINESS 101. KEYBOARDING 3

Designed to teach basic "touch" keyboarding skills to students entering a variety of fields such as computer science, administrative support service, accounting, or any occupation that utilizes a keyboard similar to the typewriter for input operations. Adaptable for business and personal use.

BUSINESS 102. KEYBOARDING/FORMATting 3

Instruction emphasizes the development of speed and accuracy. Skills and techniques are applied in producing mailable copy of correspondence, business forms, and reports. *Prerequisite: Business 101 or equivalent keyboarding skills.*

BUSINESS 121. ACCOUNTING I 3

An introductory course in accounting principles and practices that covers analysis and recording of business transactions, the basic accounting cycle, and financial statements that apply to service, merchandise, and manufacturing enterprises. Use of general ledger software complements manual solution of problems.

BUSINESS 122. ACCOUNTING II 3

A continuation of accounting principles and practices relating to proprietorships, with particular attention to partnerships and business corporations; emphasis is on interpretation and use of accounting data for management decisions; topics include financial statement analysis, funds statements, cash flow analysis, budgetary and costing systems, cost-volume-profit relationships, break-even and marginal analysis. Use of general ledger software complements manual solution of problems.

Prerequisite: Business 121 or permission of instructor.

BUSINESS 131. INTRODUCTION TO BUSINESS 3

An integrated study of vocabulary, principles, and applications that guide the successful development, organization, and operation of domestic and international business entities. By using a framework of management and organizational functions and through the use of case studies, a basis of business knowledge is developed that emphasizes critical thinking skills and ethical decision making in an environment of continuous change.

BUSINESS 210. INDEPENDENT STUDY 1-3

A directed individual study course designed to permit students opportunity for examining special topics through research, special projects, and reading.

Prerequisite: Dependent upon topic.

- BUSINESS 222. MATHEMATICS FOR BUSINESS DECISIONS** 3
A study of mathematics for business accounting, statistics, and finance. Topics include financial statements; measures of central tendency and dispersion; discounting; simple and compound interest; present value; annuities; sinking funds; amortization; installment buying; and calculation of premiums of life annuities and life insurance. Business applications are extended through spreadsheet design and analysis.
- BUSINESS 230. BUSINESS COMMUNICATION** 3
A study of the principles and applications of good written and oral communications. This course is designed to develop critical writing and communication skills by providing instruction and practice in effective human relations and in preparing business letters, memoranda, reports, resumes and various employment search messages, and other organizational documents.
- BUSINESS 243. BUSINESS LAW** 3
A study of the legal practices and principles applied to contracts, sales, product liability, government regulations of business, business torts and crimes, bailments, negotiable instruments, partnerships, corporations, insurance.
- BUSINESS 261. MARKETING** 3
A course designed to introduce the student to the basic concepts, practices, and analytic techniques of marketing. The survey will include market decision-making, buyer behavior, channels of distribution, marketing research, and international marketing.
- BUSINESS 271. PRINCIPLES OF MANAGEMENT** 3
An introduction to management principles, practices, and research. The topics are approached through the management function/process framework; extensive examinations of domestic and international cases and examples are included. A computerized competitive management simulation is used with participation lasting for the duration of the course.
- BUSINESS 272. HUMAN RESOURCE MANAGEMENT** 3
A course designed to study the theories and practices that relate to personnel administration, management-labor relations; employee selection, training, rating, promotion, discharge, hours of work, and methods of payment; handling of personnel problems; policies with regard to affirmative action programs; and international human relations management.
- BUSINESS 281. FINANCE** 3
A study of the financial needs (current and long-term) of businesses including the corporation. The course will include internal management and external relationships with money and capital markets; sources of funds, classes and types of securities; dividends; expansion, valuation of business enterprises, and government regulations.
- BUSINESS 291. SALESMANSHIP** 3
A course designed to give a view of the economic aspects and types of selling and an analysis of the product and the market. Other topics include : career development, consumer behavior, ethics, and communication styles and skills.

Microcomputer

MICROCOMPUTER 100.

INTRODUCTION TO COMPUTERS AND THEIR APPLICATIONS

3

A computer literacy course for general college and business students providing an introduction to the microcomputer itself and to software designed to increase personal productivity. Through extensive lab exercises, two major categories of industry-standard windows-based software are examined in detail: word processing and spreadsheets. Operating systems, business graphics, and information access are also covered. Emphasis is placed on promoting transferability of knowledge to various brands of software of the same function.

MICROCOMPUTER 103.

COMPUTER-BASED INFORMATION PROCESSING

3

A study of the fundamentals of computerized information processing in an organizational environment. Topics include data representation and organization, database structures, networks, telecommunications, operating system functions, function and architecture of computer hardware and software technologies, and programming languages. Instruction includes supervised structured laboratory exercises using a major relational database management system.

MICROCOMPUTER 111. PRINCIPLES OF PROGRAMMING IN PASCAL

3

An investigation of the programming language PASCAL as implemented on microcomputer systems. Topics include the program development cycle including problem analysis and algorithm development, and top-down structured design of programs with modules; language syntax; logic structures; procedures and functions; data types; single-and multi-dimensional array manipulation; records; files; and sets. Programming assignments cover testing and debugging techniques, and emphasize producing properly formatted documents.

MICROCOMPUTER 112. PRINCIPLES OF PROGRAMMING IN FORTRAN

3

This course emphasizes systematic problem-solving for business, science, and engineering applications through the writing of FORTRAN programs. Topics include careful development of FORTRAN programs from specifications; algorithm development; documentation and style; appropriate use of control structures; data types, functions, and subprograms; debugging and testing; data abstraction and verification; and numeric and nonnumeric applications.

MICROCOMPUTER 203. DESKTOP PUBLISHING

3

This course is designed to instruct students in word processing concepts and practical applications of one of the most popular word processing software programs available today – WordPerfect. Word Processing will provide personal use and computer literacy for General College Transfer Students and will help prepare business students for the emerging information age and global marketplace and the automated business office. Most of the features of WordPerfect will be studied – beginning with document preparation and continuing through the very popular Desktop Publishing through the use of graphics and fonts. *Prerequisite: keyboarding skills*

MICROCOMPUTER 210. INDEPENDENT STUDY

1-3

Coursework involves classroom instruction or independent study under supervision

of instructor depending upon enrollment/demand. Sample topics: programming languages, business information system design, etc. *Prerequisite: Dependent upon topic.*

MICROCOMPUTER 216. PRINCIPLES OF PROGRAMMING IN C++ 3

This course is an introductory course in the C++ language and its use in problem-solving. Topics include an emphasis on careful and methodical development of C++ programs from specifications; algorithm development; documentation and style; appropriate use of control structures; data types, functions, and subprograms; debugging and testing; data abstraction and verification; numeric and nonnumeric applications; and an introduction to object-oriented programming and design for business, science, and engineering applications.

Social Studies

ECONOMICS 101. GENERAL ECONOMICS 3

An introductory course to the concepts of microeconomics and macroeconomics as applied to consumer decisions. Topics include financial planning, home financing, credit, insurance, investments, retirement planning, and information gathering. The relationship and the effects of macroeconomics or national policies on individual consumers are examined.

ECONOMICS 201. PRINCIPLES OF ECONOMICS (MICROECONOMICS) 3

Introduces the student to the theory of the firm, household and market behavior. Topics include demand, production and cost theory, market equilibrium under competitive and noncompetitive conditions and problems of economic efficiency.

ECONOMICS 202. PRINCIPLES OF ECONOMICS (MACROECONOMICS) 3

Analysis of problems of contemporary national and international economics. Topics include the public economy, economic growth and development, inflation, employment and their management by fiscal and monetary policies, and international trade.

EDUCATION 225. INTRODUCTION TO EDUCATION 3

The purpose of this course is to acquaint students with the general field of education and to help them decide for what educational field they are best suited. Topics treated include the historical, social and philosophical development of American education; the applications of learning theory to educational systems and structures; educational finance and educational evaluation. Field experiences in public school settings are required. Open only to second-semester sophomore students or by permission of the instructor. *Corequisite: Psychology 201.*

GOVERNMENT 201. AMERICAN NATIONAL GOVERNMENT 3

A study of the national government with emphasis on the development of the Constitution of the United States; the legislative, executive, and judicial branches; pressure groups; opinion formation; political parties; elections; and civil liberties.

GOVERNMENT 202. STATE AND LOCAL GOVERNMENT 3

A study of state and local government with emphasis on the historical development of state governments; their role in the federal system; state constitutions; police power; voting; elections; public opinion; legislative, executive, and judicial branches; and finances. Aspects of local government studies include the historical role of cities, types of city government, financing city government, types of county government, and financing county government.

- HISTORY 101. WESTERN CIVILIZATION FROM 1300 to 1815** 3
A survey course that examines the origins and characteristics of Early Modern Europe and that introduces students to the basic principles of historical study. Emphasis is placed on examination of the Late Middle Ages and Renaissance, the Age of Reformation, the evolution of English constitutional monarchy, and the rise and fall of the Old Regime in France.
- HISTORY 102. WESTERN CIVILIZATION SINCE 1815** 3
A survey course that examines the political revolutions of 19th century Europe; the rise of nationalism, imperialism, and totalitarianism; the World Wars; the Cold War; and contemporary foreign affairs.
- HISTORY 111. AMERICAN HISTORY TO 1865** 3
A survey of the early history of the United States that focuses on the colonial and revolutionary periods and on the increasing sectionalism that led to the Civil War. Students learn about notable leaders and major events in the political, social, and economic development of the nation.
- HISTORY 112. AMERICAN HISTORY SINCE 1865** 3
A survey of American history, which begins with an overview of the era of Civil War and Reconstruction and ends with a review of major trends since World War II. Other topics include chronological and topical examinations of the late nineteenth century, the Progressive era, and New Deal.
- HISTORY 221. NORTH CAROLINA HISTORY** 3 or 4
A survey of North Carolina history from its beginnings to the present, this course highlights the key trends and personalities in state politics, economy, and society. Events are placed in southern and national perspective, with specific communities as case studies. A variety of primary sources are used. To receive four hours credit, a student also must be enrolled in History 222.
- HISTORY 222. INTRODUCTION TO HISTORICAL RESEARCH** 1
A course designed to augment student skills in research and writing. Instruction is provided in research methodology, use of libraries and other repositories, use of primary and secondary sources, and the stages involved in the process of writing a research paper. Students will select a North Carolina research topic from the areas of state, local, family, or Louisburg College history. *Prerequisite: English 102 or permission of the instructor.*
- HISTORY 200. INDEPENDENT STUDY** 1-3
A directed individual study course designed to permit students opportunity for examination of special topics through research and/or reading, beyond the usual scope of survey courses. Enrollment is by permission of instructor, who will determine semester hour credit.
- PSYCHOLOGY 201. GENERAL PSYCHOLOGY** 3
A general survey of psychology as a behavioral science. Lectures, demonstrations, or outside reading in the areas of motivation, sensory processes, perception, learning, emotion, intelligence, and mental health.

PSYCHOLOGY 202. PSYCHOLOGY OF CHILDHOOD 3

The psychological development of the normal child with emphasis on biosocial influences in growth and development. Prerequisite: *Psychology 201*.

SOCIOLOGY 201. PRINCIPLES OF SOCIOLOGY 3

An introductory survey of human society and the role of culture, biological factors, geographical environment, and the group in understanding collective human behavior, with special emphasis on human ecology, population, social stratification, social institutions, social mobility, and the significance of social change.

SOCIOLOGY 222. MARRIAGE AND THE FAMILY 3

A sociological analysis designed to introduce students to critical thinking and empirical knowledge relative to family structure, kinship relations, and affectional involvement in North America.

SOCIOLOGY 285. SOCIAL ISSUES 3

An introductory sociological analysis of aspects of North American culture that are the source of contemporary social issues such as crime, mental illness, drug addiction, alcoholism, sexual deviancy, race relations, and poverty.

Interdivisional Studies

Cooperative Education

COLLEGE 101: FIRST YEAR SEMINAR

A Seminar designed to help first year students make the transition from high school to college. Discussion oriented. Topics include: living with a roommate; study skills; career development; alcohol education, as well as many other topics of interest to new college students.

COOPERATIVE EDUCATION 275. COOPERATIVE FIELD WORK 1-12

Cooperative field work experience is available in all curricula of the College. The student, in cooperation with his or her divisional coordinator and employer, formulates educational and vocational objectives relevant to his or her field of study. All work assignments are controlled and require the student to file periodic work reports and a final comprehensive summary on the educational value of the work experience. A student enrolled in the Associate in Arts or Associate in Science degree programs may earn up to 12 semester hours of credit for cooperative field work experiences in lieu of electives.



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Term Expires in 1999

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The Reverend Thomas E. Loftis (1995)	<i>Rocky Mount</i>
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Warren E. Massenburg (1991)	<i>Louisburg</i>
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Mrs. Ann J. Goodwin

Raymond B. Hodges

Fred I. Joseph

John A. Rogers

Hal A. Thompson

James A. Weathers

Ex-officio All Committees

The Reverend Dr. Wallace H. Kirby

Ronald L. May

The Alumni Association

The Louisburg College Alumni Association is the official organization for all former students, non-graduates and graduates who have attended the College.

Associate membership is granted to the College president, all former presidents, present and past members of the faculty, staff, and Board of Trustees. Honorary membership shall be granted to friends of the College for distinguished service to the institution. The Alumni Association has a membership of over 18,000 individuals.

The Association carries out its mission of promoting the welfare and advancing the objectives of Louisburg College by sponsoring a diverse program devoted to working with alumni, students, faculty and the administration. The purpose of the Association is to: preserve and strengthen relationships among alumni; between Louisburg College and alumni; and to promote the total development of Louisburg College. Its major goals are to:

1. Identify and motivate volunteers for the College to strengthen its support from its various publics.
2. Inform alumni and other friends about the College and the Association through a comprehensive communications program.
3. Involve alumni and students in programs to sustain and increase interest about the College.
4. Emphasize outstanding achievement by providing recognition of alumni.
5. Solicit gifts from alumni and other friends in support of the College's educational mission.

The affairs of the alumni are directed by the Board of Directors of the Association. The Board assists in planning and administering programs to strengthen the Alumni Association.

Louisburg Unlimited, the Alumni Association's major publication, is the most tangible ongoing link between alumni, friends, and the College. It is published three times a year and is sent to all alumni and patrons of Louisburg College.

Other activities of the Alumni Association include class reunions on Alumni Weekend, area alumni events, and Golden Anniversary Club projects.

Alumni Association Officers And Directors

President

Larry E. Tetterton '56

President-Elect

George S. Fowler '66

Secretary

Helen Ayscue Bonner '48

Class of 1996

William M. Caldwell, II '73

Charlotte

Sean M. Cassidy '84

Raleigh

Haven B. Cooper '84

Raleigh

George S. Fowler '66

Henderson

Jimmy L. Harris '57

Durham

Jack R. Morris '36

Southern Pines

Patsy L. Tharrington '88

Tarboro

Barbara Bunn Tetterton '56

Louisburg

Larry E. Tetterton '56

Louisburg

Class of 1997

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Raleigh

Helen Ayscue Bonner '48

Aurora

Sarah I. Davis '42

Louisburg

Willis A. Goodrum '52

Charlotte

John L. Hancock '63

Richmond, VA

Marion "Mimi" Duncan Kackley '90

Clarksville, VA

D. Barry Lumsden '64

Denton, TX

Mozelle Privette Seely '43

Littleton

Class of 1998

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Winston-Salem

Edwin M. Driver '53

Greensboro

Aubrey "Buddy" W. Hyde, Jr. '87

Durham

Alan G. Saunders '73

Richmond, VA

Edith Boone Toussaint '49

Raleigh

Ervin L. Williams '85

Louisburg

Kevin M. Zoltek '88

Washington

Ex-Officio

Dr. Ronald L. May

President of Louisburg College

Bob L. Mize

*Vice President for Institutional
Advancement*

Susan M. Guerrant

Director of Alumni and Church Relations

The Administration And Staff (1996-97)

Office Of The President

Main Building, Second Floor

Ronald L. May (1993)

President A.S., Vincennes University; B.A., Tusculum College; M.A., East Tennessee State University; D.Ed., Indiana University

S. Allen de Hart

Special Assistant for Cultural Affairs

Faye S. Griffin

Executive Secretary to the President

Office Of The Executive Vice President And Academic Dean

Main Building, Second Floor

C. Edward Brown, Jr. (1976)

Executive Vice President and Academic Dean, B.S., North Carolina State University; M.A. Duke University; Ph.D., Colorado State University

Jayne Carter-Davis (1994)

Director of Academic Support Services B.A., M.S., University of North Carolina at Chapel Hill

Mary W. Hughes

Secretary

Office Of Institutional Advancement

West Main Building, Second Floor

Bob L. Mize (1993)

Vice President for Institutional Advancement B.A., Maryville College; M.S., University of Tennessee

Susan M. Guerrant (1987)

Director of Alumni and Church Relations B.S., North Carolina State University

Dianne A. Nobles

Assistant to the Vice President for Institutional Advancement

Scott A Ragland (1995)

Director of Public Relations B.A. University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro

Jean J. Smith

Secretary

Admissions

Davis Building, Second Floor

Daniel M. Rosenfield (1996)

Director of Admissions B.A., Windham College; M.Ed. Plymouth State College

Meredith Burr

Admissions/Financial Aid Counselor

Levern Granger, Jr.

Admissions Counselor

Janice W. Claybrook

Admissions Counselor

V. Carolyn Strickland

Assistant to the Director of Admissions

Sara C. Newton

Secretary

Financial Aid

Davis Building, Second Floor

Anna M. Parrish (1990)

Director of Financial Aid A.A., Louisburg College; B.S., Barton College

Lisa B. Place

Associate Director of Financial Aid

Sara C. Newton

Secretary

Registrar

Davis Building, Second Floor

Phama M. Larsen (1996)

Registrar/Institutional Research Coordinator A.A., Louisburg College; B.A., Meredith College

Martha E. Hedgepeth

Assistant Registrar and Coordinator of Weekend College

Sandra A. Beasley

Assistant Registrar

Office Of The Dean Of Students

Davis Building, First Floor

Michael R. Krause (1993)

Dean of Students B.A., McKendree College; M.S., Ph.D., Southern Illinois University

Richard A. Chassey (1993)

Assistant Dean for Residential Life, B.A., Hampden-Sydney College; M.Ed. University of Virginia; Ph.D., North Carolina State University

Rebecca A. Anstead (1993)

Director of Counseling Services B.S., St. Louis University; M.Ed., D. Ed., University of Toledo

Sidney E. Stafford

Assistant Dean for Religious Life

Myrtle C. Breazeale

Secretary

Wendy H. Cannon, R.N.

College Nurse

Bessie Williams

Infirmiry Resident Assistant

Business Office

West Main Building, First Floor

Ed L. Pittman, Jr. (1992)

Business Manager B.B.A., University of Texas at Arlington; C.P.A., State of North Carolina

Frank R. Rose, Jr. (1990)

Assistant Business Manager B.A., Wake Forest University

Sharon Moore (1971)

Office Manager A.A., Louisburg College; B.S.B.A., Barton College

Kendra W. Wammock

Secretary to the Business Manager

Jody L. Wandscher

Accounts Receivable Clerk

Joyce B. Journigan

Payroll Clerk

Linda K. Robertson

Postmistress and Director of Printing Services

Jaime H. Frazier

Switchboard Supervisor

Michael T. Smith

Bookstore Manager

Physical Plant

Maintenance and Wright Buildings

Raymond T. Lock

Director of Physical Plant

Michael E. Smith

Director of Housekeeping Services

Cecil W. Robbins Library

East Campus

Judith B. Parrish

Head Librarian

Nancy R. Shaffer

Assistant Librarian

Mary J. Ajiboye

Audiovisual Coordinator

Julia Koberlein (1996)

Learning Center Director/Media Specialist

B.A., Southern Illinois University;

M.A., University of Connecticut

Eleanor N. Averette

Secretary

Marriott Food Service

Benjamin N. Duke Dining Center

Johnny S. Francis

Director

Christine Burnette

Secretary

Athletic Personnel

Gymnasium

Russell W. Frazier

Athletic Director and Baseball Coach

John C. Conyers, Jr.

Sports Information Director

Sheilah R. Cotten

Women's Softball Coach

J. Enid Drake

Men's Basketball Coach

Michael L. Holloman

Women's Basketball Coach

Jeffrey L. Pierce

Coordinator of the Golf Team

Craig D. Turnbull

Coordinator of Soccer Operations and

Men's Soccer Coach

Kimberly H. Turnbull

Women's Soccer and Tennis Coach

Ervin Lamont Williams

Director of Intramurals

Betty C. Collins

Secretary

Other Administrative And Staff Personnel

Robert C. Jarvis

*House Manager and Technical Director of the
Auditorium/Norris Theatre*

THE FACULTY 1996-97

REBECCA L. ALLEN (1984), *Associate Professor of English*. B.A., Marshall University; M.A.T., University of North Carolina at Chapel Hill.

CANDACE LEA BAILEY (1993), *Assistant Professor of Music*. B. Mus., University of North Carolina at Greensboro; M.A., Ph.D., Duke University.

CAROL J. BIXLER (1992), *Associate Professor of Biology*. B.S., Duke University; M.S. North Carolina State University.

MARTHA F. BRAGG (1982), *Professor of Mathematics*. B.S., M.A., Appalachian State University.

C. EDWARD BROWN, JR. (1976), *Executive Vice President and Academic Dean and Professor of Biology*. B.S., North Carolina State University; M.A., Duke University; Ph.D., Colorado State University.

MATTHEW A. BROWN (1983), *Professor of Mathematics and Business*. A.S., Louisburg College; B.S., M.C.E., North Carolina State University; M.B.A., Georgia State University.

ELIZABETH C. BURKHEAD (1985), *Assistant Professor of Psychology*. B.A., M.A., Wake Forest University.

SHEILAH R. COTTEN (1977), *Associate Professor of Physical Education and Softball Coach*. B.S., M.A., East Carolina University.

JAMES CRAIG ELLER (1970), *Professor of English*. B.A., Berea College; M.A., Appalachian State University.

GLORIA JEAN FISCHER (1990), *Associate Professor of English*. B.A., M.A., University of North Carolina at Charlotte.

RUSSELL W. FRAZIER (1959), *Professor of Physical Education, Athletic Director and Baseball Coach*. B.S., North Carolina State University; M.E., University of North Carolina at Chapel Hill.

D. GAYLE GREENE (1996), *Instructor of Religion and English and Chair of Division of Humanities*. B.A., Mercer University, M.Div., Southeastern Baptist Theological Seminary.

WILLIAM JONES HINTON, JR. (1983), *Professor of Art*. A.F.A., Chowan College; B.F.A., East Carolina University; M.F.A., Alfred University.

MARTHA C. HOBGOOD (1974-79) (1984), *Associate Professor of Mathematics*. B.A., M.Ed., University of North Carolina at Greensboro.

MICHAEL L. HOLLOMAN (1987), *Assistant Professor of Physical Education*. A.A., Louisburg College; B.S., Atlantic Christian College; M.A.Ed., East Carolina University.

KAREN M. HOLMES (1995), *Instructor of Mathematics*. B.A., St. Olaf College; M.S., University of North Carolina at Chapel Hill

ANNETTE CARLYLE HOLT (1980), *Professor of Business and Economics*. B.A., M.P.A., M.A., North Carolina State University.

EDNA RUTH JONES (1985), *Associate Professor of Business Education*. B.S., M.A.Ed., East Carolina University.

- LAURA L. KINZINGER (1990), *Associate Professor of English*. A.B., Vassar College; M.F.A., University of North Carolina at Greensboro.
- BRIAN D. KOBERLEIN (1996), *Assistant Professor of Physics*. A.B., Vassar College; M.F.A., University of North Carolina at Greensboro.
- LARRY W. MORGAN (1993), *Assistant Professor of Chemistry*. B.S. Southern Illinois University; Ph.D., The University of Connecticut.
- MICHAEL H. PALMER (1965), *Professor of English*. A.A., Charlotte College; A.B., University of North Carolina at Chapel Hill; M.A., Appalachian State University; Ph.D., Peabody College.
- PATRICIA GREENE PALMER (1967), *Professor of Biology*. A.A., Gardner-Webb College; B.S., Appalachian State University; M.A.T., Duke University; Ph.D., North Carolina State University.
- JUDITH B. PARRISH (1965), *Head Librarian*. B.S., M.A.Ed., East Carolina University.
- JEFFREY LAWRENCE PIERCE (1986), *Assistant Professor of Mathematics*. B.A., Maryville College; M.A., University of Tennessee.
- ROBERT E. RECTOR (1972), *Associate Professor of History*. B.A., East Texas State University; M.A., University of South Carolina.
- NANCY R. SHAFFER (1989), *Assistant Librarian*. B.A., Michigan State University; M.S.L.S., University of Illinois/Champaign-Urbana.
- CHARLES B. SLOAN (1986), *Assistant Professor of Mathematics and Business*. A.A., DeKalb College; BSED, M.Ed., Georgia Southern University; M. Div./RE, Southeastern Baptist Theological Seminary.
- CHARLES M. SMITH (1979), *Associate Professor of Drama*. B.S., East Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.A.Ed., Northwestern State University of Louisiana.
- SIDNEY EARL STAFFORD (1967), *Assistant Dean for Religious Life and Professor of Religion*. A.B., University of Southern Mississippi; M. Div., Duke University; M.A., University of North Carolina at Chapel Hill.
- PATRICIA J. TATE (1991), *Assistant Professor of Mathematics*. B.S., Duke University; M.A.T., University of North Carolina at Chapel Hill; M.A., Duke University.
- CRAIG D. TURNBULL (1995), *Men's Soccer Coach and Instructor of Physical Education*. B.S., M.Ed. East Carolina University.
- JOHN WAYDE VICKREY (1985), *Associate Professor of English*. B.A., Union University; M.A., University of Mississippi; M.Div., Southeastern Baptist Theological Seminary.
- JANET HATLEY WHITE (1979), *Professor of Biology*. B.A., University of North Carolina at Charlotte; M.S., North Carolina State University.
- SAMUEL FLOYD WHITE, JR. (1973-75) (1983), *Assistant Professor of Physical Education*. B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill.

GEORGE-ANNE WILLARD (1977), *Professor of History*. A.B., Atlantic Christian College; M.A., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

ARNOLD L. WRIGHT (1967), *Professor of English*. A.B., M.A., University of North Carolina at Chapel Hill.

Part-Time Faculty (1996-97)

WANDA JOYCE BETTINI (1989) (1994), *Instructor of French*. B.A., Duke University; M.A.T. University of North Carolina at Chapel Hill.

ROBERT A. BUTLER (1962), *Professor of Sociology*. A.B., University of North Carolina at Chapel Hill; M.A.T., Duke University; M.A., University of North Carolina at Chapel Hill.

JOHN E. HENDERSON (1995), *Instructor of Western Civilization*. B.S., M.A., Appalachian State University.

ROBERT C. JARVIS (1989) *Instructor of Fine Arts*. B.A., Roanoke College; M.F.A., University of North Carolina at Greensboro.

JAMES A. WILLIAMS (1962), *Professor of English*. B.S., M.A., East Carolina University

HOPE M. WILLIAMSON (1973), *Instructor of Spanish*. A.B., University of Tennessee; M.A., University of North Carolina at Chapel Hill. (on leave of absence 1995-96)

Emeriti

WAYNE D. BENTON (1959) *Professor of History*, A.B., Atlantic Christian College; M.A., East Carolina University.

JAMES H. BROWN (1962), *Professor of Mathematics*. B.S., U.S. Naval Academy; M.A.T., Duke University.

RUTH M. COOKE (1949), *Professor of Physical Education*. B.S., University of North Carolina at Greensboro; M.A., Columbia University.

CHARLES JOSEPH FARMER (1965) *Professor of Religion*. A.B., Davis and Elkins College; M. Div., Western Theological Seminary; M.Ed., University of Pittsburgh.

SARAH ELIZABETH FOSTER (1945), *Professor of Music*. B.M., Greensboro College; M.A., Columbia University.

ADELAIDE JOHNSON (1953), *Professor of Business Education*. A.A., Louisburg College; B.A., Wake Forest University; M.Ed., University of North Carolina at Greensboro.

ELIZABETH JOHNSON (1945), *Professor of Mathematics*. A.A., Louisburg College; B.A., M.A., University of North Carolina at Chapel Hill.

JULIA HOLT KORNEGAY (1956), *Instructor of Art*. A.A., Louisburg College; A.B., University of North Carolina at Chapel Hill; M.A., California State College, Dominguez Hills.

WALTER N. McDONALD (1956), *Professor of Religion*. A.B., B.D., Duke University.

FELTON R. NEASE (1957), *Professor of Biology*. B.S., M.S., University of Oklahoma; Ph.D., Duke University.

J. ALLEN NORRIS, JR. (1975), *President*. B.A., M.A.T., Ed. D., Duke University D.Hum., Methodist College.

BETSY LEONARD PERNELL (1960), *Professor of Business Education*. A.A., Louisburg College; A.B., Atlantic Christian College; M.A., East Carolina University.

C. RAY PRUETTE (1949), *Professor of Chemistry and Physics*. B.A., M.A., East Carolina University; Fellow in the American Institute of Chemists.

CECIL W. ROBBINS (1955), *President*. A.B., Birmingham-Southern College; B.D., Duke University; Lit. D., High Point College; D.D., Birmingham-Southern College.

GRADY K. SNYDER (1956-60) (1965), *Professor of Mathematics*. A.B., M.Ed., University of North Carolina at Chapel Hill.

SETH L. WASHBURN (1962), *Professor of Biology*. B.S., Wake Forest University; M.S., North Carolina State University.

JOSEPHINE P. ZEALAND (1959), *Assistant Librarian*. A.B., University of North Carolina at Greensboro.

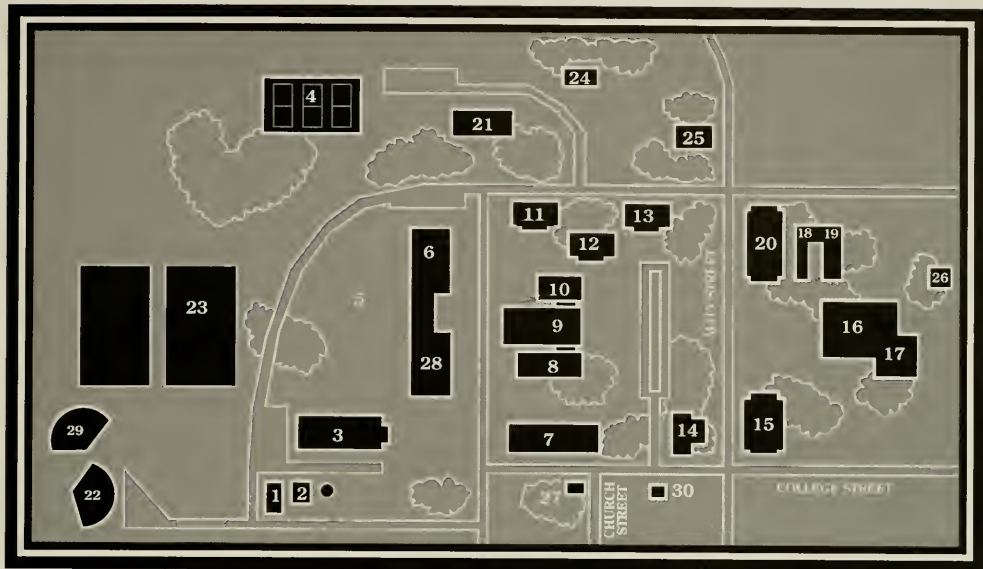




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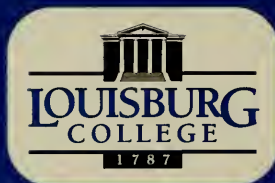
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The Louisburg College Campus

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| 1. Maintenance Department | 16. Auditorium |
| 2. Central Heating Plant | 17. Norris Theatre |
| 3. Holton Gymnasium | 18. Music Building |
| 4. Tennis Courts | 19. Art Building |
| 5. Intramural Field | 20. Taft Classroom Building |
| 6. Duke Dining Center | 21. Hillman Hall |
| 7. Patten Hall | 22. Frazier Field |
| 8. Franklin Building | 23. Soccer Complex |
| 9. Main Building | 24. Person Place |
| 10. Davis Building | 25. Eller House |
| 11. Kenan Hall | 26. Male Academy Building |
| 12. Wright Dormitory | 27. McFarland House |
| 13. Merritt Hall | 28. Jordan Student Center |
| 14. Benson Chapel | 29. Softball Field |
| 15. Robbins Library | 30. Perry House |



501 North Main Street, Louisburg, NC 27549
(919) 496-2521 • (800) 775-0208